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ABSTRACT

Part I deals with background information for planning on a national scale. Its objective is to focus attention on planning as a concept and on existing problems and deficiencies in individual Asian countries and the Asian region as a whole, and to provide the background needed to develop a realistic plan of action for library development in Asia. This is discussed under five main subject headings: (1) planning library services; (2) role of library services in education, economic and social development; (3) the present state of library services in Asia; (4) library development in relation to the Asian Book Development programme and (5) the use of audio-visual materials by public libraries in Asia. Part II covers elements for a long-term plan for library development in Asia. The contents of this part are: (1) recommendations relating to the objectives, organization and development of school, public, national, university and special libraries; (2) possible linkages between various types of libraries and documentations centers at the national and international level; (3) structure of national library and documentation services and (4) financing and possibilities of international assistance for development of library and documentation services--minimum standards and priorities. (NH)

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MAIN WORKING DOCUMENT

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PART I

GENERAL BACKGROUND INFORMATION FOR PLANNING ON A NATIONAL SCALE

This part of the working paper comprises five sections:

1. Planning library services.
2. Rôle of library services in education, economic and social development.
3. The present state of library services in Asia.
4. Library development in relation to the Asian Book Development programme.
5. The use of audio-visual materials by public libraries in Asia.

The objective of these papers is to focus attention on planning as a concept and on existing problems and deficiencies in individual Asian countries and the Asian region as a whole, and to provide the background that will enable the experts to work out during the meeting a realistic plan of action for library development in Asia.

1. PLANNING LIBRARY SERVICES

The planning of library services is regarded as a specific aspect of educational planning within the social and economic planning of a country or region, for only within this context can library planning acquire the support which it needs if it is to be effective. Regarded in that way, the planning of library services necessitates a continuous, systematized process of studying from the standpoint of their library needs, educational problems, at all levels, including adult education, and the problems of scientific research. It also involves determining the aims of library services, setting targets for attaining those aims, and making realistic decisions to ensure that those objectives will be reached through the rational and reasonable use of available resources.

THE FUNDAMENTALS OF LIBRARY PLANNING

Urgent and dramatic educational demands at all levels have hitherto compelled educational administrators in many developing countries to concentrate on the quantitative rather than the qualitative aspect of planning. This, together with the inability of national budgets to meet the growing demand for education, a situation aggravated by the rapid increase of population in developing areas has stifled the action and development possibilities of library services at all levels, from kindergarten to university and research institutes.

Libraries have usually been overlooked in educational planning. A few pitiful libraries are established and maintained from time to time, but library service has not been an important component of national education plans. Educators have not asked for libraries or even considered them as an element of education. It is a fact that librarians for their part, usually more concerned with improving their library techniques, working alone in their own libraries, and not feeling the need to establish their profession on more solid foundations, have not made the necessary effort to "sell" libraries, as educators have "sold" to society the various educational institutions we know. The main task confronting library leaders and administrators is to demonstrate the advantages of efficient library services, to make the most of the limited opportunities today available to them, and to speed up their adaptation to the needs of primary and secondary education, life-long integrated adult education, and study and research at higher education centres. This can only be done by planning library services, not in isolation, but as an integral part of educational planning at all levels. As in the case of education, the cost of library services should be regarded as a capital investment, as such services are both complementary to and essential for education itself.

This initial task is very similar to that performed by educators some years ago when, through the use of scientifically-based arguments, they succeeded in obtaining political decisions which made the expansion of the educational system possible. They began by laying the philosophical foundations of their profession; in teacher training they raised the requirements in respect of academic qualifications and thus produced a body of highly skilled leaders; they learned the language of economists and sociologists and used it to discuss with them fundamental problems of education and their relationship to development plans; they succeeded in having the cost of education regarded as a capital investment rather than consumption expenditure; they developed and consolidated a technique of educational planning within general economic and social planning that resulted in judicious investments and a gradual increase in the budgetary allocations; they demanded - and are on the way to getting - a minimum financial contribution of four per cent of the gross national income; and they raised the educational systems to their present high level. All this they accomplished starting also from very limited possibilities.

Librarians must follow this example. The path taken by the educators, their experience, successes and failures, have established a pattern which can and must be followed by library services administrators and leaders with, of course, such adaptations as are appropriate. Through planning, the goals and objectives of library services will be established, their present operating conditions will be studied, national needs in relation to economic and social development will be determined and costs will be calculated. Without the side of planning, libraries will remain poorly organized and equipped institutions; without prior and clearly-defined cultural educational and scientific activity they will continue along the same old unenterprising lines and will never be able to obtain the political support and the resources that are essential for them to develop in concert with national education.

As a prerequisite for library planning a detailed study of the relationship between libraries, education, and economic and social development must be undertaken. Planners would need to accept ideas which are not current in librarianship: in particular, they must learn something of economics and education in order to be able to determine how their library techniques can best be used to further social, economic and educational progress in their countries.

LEVELS OF LIBRARY PLANNING

National

As we have already seen, library planning must be regarded as one sector of educational planning, just as educational planning is one sector of economic and social development planning. Naturally enough, for planning to produce the desired result, library services must be regarded as forming an integral part of the national educational system and must be financed from national, provincial and municipal budgets.

At the same time, the fact that universities are usually autonomous and that special libraries belong to different organizations (all of which implies different systems of administration), necessitates that library services be planned at two separate levels. These two levels are: (a) national, public and school libraries; and (b) university and special libraries.

This division into two groups for programming and financing purposes in no way implies any separation between the different types of libraries. In a national library system all libraries are in fact interdependent and fulfil the same informational purpose. Any line of demarcation is not only artificial but harmful, since a nation's entire bibliographical resources should be at the disposal of all its inhabitants regardless of the institutions by which they are administered. National information needs are so varied and complex and the available means so limited even in the industrially-advanced countries that bibliographical resources must be controlled at the national level in order to eliminate as much as possible the restrictions inherent in the concept of institutional property. This means that library services, even if split up for the reasons mentioned earlier, must be planned in such a way that at consumer level there is a unity of concept, programming and functioning.

(a) National, public and school libraries

The object of the national library is to preserve the nation's bibliographical heritage, to act as the legal depository, to carry out national and international exchanges of publications etc. Public libraries provide reading materials and reference services for the whole of the literate population, as well as backing for literacy and adult education campaigns. School libraries meet the needs of both pupils and teachers.

The funds for these libraries are provided from some public source, either through the local authority or the Ministry of Education budget. Since there are no plans for developing these services, the budgets, which are not based on any programme, are inadequate and the libraries condemned to a life of stagnation with no possibility of developing in line with the needs of national education development plans.

Library services are expensive by nature. The only way of reducing their cost without decreasing their efficiency - indeed, there is a gain in efficiency - is by centralizing the administrative and technical work. A centralized acquisition service, the preparation in some cases of printed catalogues, the compilation of bibliographies, the distribution of audio-visual material and the equipment required for its use, the organization and supervision of services, and advertising destined to stimulate reading represent one way of facing up to the urgent demand for services and the limited economic resources available.

Most public libraries by nature lend themselves to the use of similarl techniques, i.e. maximum centralization of services and the use for reference and customer services of specially-trained librarians who need only have an elementary knowledge of library techniques but who have a solid grounding in the use of books and audio-visual materials, reader psychology and, above all, a marked vocation as educators. Such public libraries, suitably adapted to the socio-economic conditions of the particular region of the country, must become real cultural centres. For the aims pursued by public libraries, books alone are no longer enough. To the traditional instruments (i.e. printed material and the encouragement of its use through such cultural and information activities as lectures, exhibitions, concerts with commentaries, discussion groups, and so on) must be added to those other facilities derived from the spectacular development and constant improvement of the mass communication media (press, radio, television, magnetic tapes, discs, slides, filmstrips - even the use of artificial satellites for long-distance transmission of television programmes). The concentration, utilization and dissemination of printed material, the programming of cultural activities and full use of modern mass communication media - these are the bases on which such cultural centres must operate. Finally, all that is needed to ensure the success of the centres in consolidating the work of the schools and in supporting life-long integrated adult education is to put them in charge of highly qualified educator-librarians.

In countries where allocations for education are too small to permit library development, school and public libraries - whether or not conceived as cultural centres - must co-operate closely and make good each other's deficiencies. Indeed, the existence of two such libraries as separate entities, rather than one cultural centre fulfilling the functions of both, is almost inconceivable in most semi-urban and rural communities in Asia.

Here the national libraries, in addition to the traditional functions fulfilled by their European counterparts, could also assume responsibility for acting as administrative and technical centres for the national networks of school and public libraries. With their bibliographical resources, qualified personnel and skilled management it is only natural that they should centralize and rationalize such services and hence help to reduce their cost.

The ideas outlined briefly in the paragraphs above will not be easy to put into effect, for they presuppose the existence of such favourable factors as the firm intention of educational administrators to incorporate library services in national education plans, to support them with appropriate administrative measures and to provide the funds for their development. These conditions will only be fulfilled when the planning of these services is done at the level of the Ministry of Education, the only entity with sufficient authority to take the necessary political and administrative decisions.

Such ministerial decisions demand the existence of a special type of librarian, i.e. educator-librarians who have a fair understanding of the rôle, place and relative importance of library services in education as a whole, who are convinced of the importance of their mission and who are in a position to initiate at education ministry level, with proper programming and limited resources - an inevitability for developing countries' libraries for years to come - the development and gradual but systematic extension of their national library systems.

(b) University and special libraries

University and special libraries present like but not identical problems of co-ordination. The likeness is in the overwhelming need for centralization, coordination and rational employment of existing resources. The difference lies in the very nature of university training and in the requirements for which special libraries cater, i.e. the books required for the curricula, periodicals, research material and general reference and study works.

The work of locating, selecting, acquiring and administering bibliographical materials of all kinds needed by those using university and special libraries is extremely expensive - prohibitively so, for most countries. One librarian who has studied the problem in detail, has written: "University libraries are at present faced with two problems: Inadequacy of financial resources and increase in the number of undergraduates. Both these problems affect the types and quantity of books purchased. In general, acquisitions are confined to three types of books: those designed to meet the requirements of the curriculum, those used for research purposes, and those intended for the general education of their readers... Unfortunately, owing to limited budgetary resources, priority has to be given to books of the first type, i.e. those covered by the curriculum, so much so that certain libraries find themselves in the unhappy position of being able to purchase practically no other works. This is an alarming state of affairs, as research and advanced training are thereby hindered, and this militates against the universities' efforts to contribute to development... For their part, non-university special libraries, both State and private, do their best to procure research collections which to a large extent make up for, or would be able to make up for, the inadequacy of university collections."

It should be remembered that the demand for such information does not depend upon the level of a country's development but on the specific needs of any single research worker. Research workers and students in developing countries, despite the poverty of their own libraries, are entitled to request and obtain any document regardless of the language in which it is written or the country and conditions in which it is published.

Since the highly developed countries (which, as a result of their technological and scientific development and of their research programmes are becoming richer and richer in bibliographical resources, in contrast to the developing countries which, for similar reasons, are becoming poorer) are investing such enormous sums, the question arises as to what librarians in developing countries can do to meet the needs of their own students and research specialists. The answer lies in the planning of university and special libraries, i.e. in the control and rational use of the information resources available. The first move in this direction must be made. The process is a difficult one and calls for highly qualified librarians capable of speaking the language of both humanists and scientists and able to envisage information services in terms of national and development needs. Where we spoke, in the case of school and public libraries, of educator-librarians, we can here speak of scientist-librarians trained to assume the heavy responsibilities laid upon them by contemporary society.

International

While the bibliographical resources of a country's university and special libraries are considered as national wealth and therefore as public property, the universal bibliographical information deposited in and controlled by various institutions throughout the world must be regarded as both a source of universal wealth and as international, since, if properly used, it affects the general progress and well-being of all mankind. To make the many different sources of information available to research workers and students throughout the world is to democratize their utilization as well as to facilitate equality of opportunity among those research workers and students, all of which will necessarily lead to better international understanding and greater scientific and technological progress. A research worker without adequate information is like being lost in the desert; to provide him with information is not merely to guide his steps towards his own world of science but also to take advantage of his potential for adding to man's intellectual wealth.

In addition to catalogues and bibliographies, the highly-developed countries have already begun exchanging information and experts are exploring the possibility of exchanging hitherto untransferable computer data. The use of satellites for exchange of scientific and technological information is being discussed. Magnetic tape is being exchanged for use in computer centres. To keep pace with the spate of documents resulting from the growth of scientific research and the steady increase in the number of scientists, special data control and transmission techniques have had to be developed.

A joint project initiated by the International Council of Scientific Unions (ICSU) and Unesco is studying problems in the communication of scientific information and the feasibility of a world science information system.

For this a great many highly-qualified librarians, scientists skilled in library techniques, and expensive machinery to process the information and produce the required documents automatically are required. Apart from the centralization of bibliographical material, all this represents an investment in skilled manpower and specialized equipment which only countries with exceptional resources can afford. And, as we have already seen, such countries are steadily adding to their wealth of information, which they use to advance their technology and thereby broaden the gap between themselves and those countries which do not have the economic, social or cultural resources to make a parallel effort. Information, an indispensable element of research, is thus an important factor in development and its greater accessibility to the developing world will reduce the differences between poverty and wealth, between skilled and unskilled manpower, and between low efficiency machinery and the great mass production electronic systems. For in the long run everything more or less boils down to the proper use of information.

The growing exchanges of scientific and technical information between the highly-developed countries must inevitably benefit the developing countries as well, although their potential contribution will at first be very small compared to what they receive. Here perhaps is the key to the future of the university and special libraries of the new countries.

However, the developing countries must first lay the foundations of their own national information systems. Their plans must include the co-ordination and rationalization of university and special libraries in order to integrate them into the national information machinery. Until that is done the external assistance which the developed countries are prepared to provide will not even be able to get into the national scientific and technical bloodstream. Once a country has learned to control its own national bibliographical resources it will have acquired the technique and experience to control and use international bibliographical resources. It will control not only the information available in its own libraries, but also the machinery for requesting any external assistance required and for channelling such assistance towards the particular research worker who needs it. The transmission of information both within a country and between countries is thus a problem of very great importance and must constitute a constant preoccupation in library planning, national regional and international.

STANDARDIZATION

National and international planning demands some standardization of librarianship training and library techniques; and without at least a minimum of technical standardization, no planning at either of these levels is possible.

The training of librarians, though based on common principles and on the teaching of similar techniques, varies so much in respect of entry requirements to schools of librarianship and as to their curricula and the diplomas awarded that, unless energetic and speedy measures are taken, this situation must inevitably lead to chaos in professional relations, to a slowing down of library development and delay in the formation of strong and much-needed national associations of librarians. The important thing in planning is standardization of techniques and of professional training.

Libraries in developing countries look for their information not only to the great countries but also, though to a lesser extent, to countries at their own level of development. Both groups of countries are needed to supplement their own informational resources and their work will be all the more effective if the other countries adopt standard techniques.

Planning at the national level can encourage the introduction of minimum standards for professional training and library techniques. International planning - which sooner or later will have to tackle these problems - will however come up against difficulties when it tries to channel the professional training of librarians and library techniques along specific lines, since it will come up against interests that are rooted in national traditions and concepts which are of little significance at the international level.

Nevertheless, standardization is essential in both cases if a country's bibliographical resources are to be used to the best advantage and if the final goal is world control of those resources.

LIBRARY PLANNING TECHNIQUES

Principles of the planning of library services

The planning of library services is part of educational planning and "not an end in itself, but a means of achieving certain ends relating to the development of the community and of the individual".

Planning is a constantly evolving process that does not end when the plan of development is ready. The latter is a working hypothesis valid only for a time and must be constantly evaluated and revised as the plan is put into operation. "... planning is not something that is done only once, or once for all, it is a continuous process; it changes in the course of time and in the light of experience as we ourselves change." Every good plan has what the technicians call a "mobile horizon", that is to say it always embraces the long or medium term fixed upon and is regularly brought up to date.

Although educational planning is still in its infancy and involves such sciences as economics, sociology, anthropology, demography, history of education, child psychology and pedagogics, employing what is no doubt an imperfect but constantly improving technique, it may be said that the planning of library services, which is part of educational planning, has not yet received from education planners the attention it deserves. It is not even a new technique, for it is still in embryo and has yet to formulate its own principles and forms of action on the basis of the experience acquired in educational planning.

Who should plan?

The planning of library services should not be regarded as a matter exclusively for education planners and educators, but should be entrusted to senior librarians, academically qualified enough to work with the educators, scientists, economists and sociologists who are dealing with educational, social and economic problems and are familiar with the aims and execution of the national development plans. It must be admitted that librarians have not been specially trained for such responsibilities, and need training before they could assume them.

As the administrators of education will probably attempt to integrate the planning of library services in general educational planning, professional librarians will have a daunting challenge to face, fraught with unforeseeable consequences for their profession. The training of library service planners sufficiently familiar with socio-economic problems, national education plans, the impact of science and technology on the modern world, conditions and trends in the production of books and audio-visual materials, and the use and interpretation of statistics, may radically modify the course of development of libraries.

If on the other hand, librarians do not satisfy these demands and the authorities do not offer them opportunities to qualify in these disciplines, their directing rôle in library policy will undoubtedly and inevitably be taken over by educators and scientists. No longer the architects of their own profession, they will merely build it up on the plans prepared by others.

Political decisions regarding the extension and development of library services

It would be useless to attempt the planning of library services if those in charge of national education, higher education and research programmes failed to take the necessary decisions to set up, develop and improve library services and provide proper financial and administrative support.

Library planning bodies

Most countries have educational planning services which, as the planning of State, national, primary and secondary school library services is an aspect of educational planning, should be responsible for providing the necessary premises and staff. Similarly, national scientific research councils and universities that have planning offices could provide facilities - premises, staff and resources - for the planning of specialized and university library services; otherwise, they should be established in the university or research institution that offers the best prospects. In any case, library service planning bodies at all levels must be provided with technical and administrative staff and the necessary funds.

STAGES IN PLANNING

Planning is always in two phases, normative and operational, i.e. (a) definition of the general and specific purposes of establishing, operating and extending library services, and of the various possible alternatives; and (b) strategy to ensure efficient execution and the rational use of the available human and material resources.

Planning is a continuous process, requiring constant reappraisal; it is not an end in itself but a means to the aims, objectives and options fixed. It considers the alternatives, forecasts their impact with due regard to the limited resources available, proposes realistic ways of applying the solutions chosen, and checks and evaluates the results.

On this basis, the preparation of a development plan for library services at all levels presupposes the following: (a) review of acquired experience; (b) diagnosis; (c) determination of requirements and the financial implications; (d) programming; (e) publicity; (f) execution and evaluation; (g) financing.

Review of acquired experience

Every planning office must be documented on the experience of other planners having similar problems so that it can profit from their successes and failures. It must study the discussions and recommendations of professionals who have handled similar subjects; obtain the views of librarians, educators, sociologists, economists and so on; make comparisons with library services in other countries; examine the reports of expert missions; study the legal precedents, national and foreign and so on. Librarians will certainly not need telling how unsatisfactory intellectual effort can be in the absence of proper documentation.

Diagnosis

Diagnosis is the planning stage at which the nature, structure and present situation of library services at the various levels are analysed - a complex task rendered difficult by the lack of reliable statistics.

The diagnosis stage must cover surveys, studies (quantitative and qualitative ones).

Determination of requirements and the financial implications

This stage consists in determining what library services are needed to meet the requirements of primary and secondary and continuing adult education, literacy campaigns, higher education, research, with due regard to trends in national economic and social development.

As these needs and their financial implications vary for each country (or even province), guidelines only will be given here rather than practical models.

A country which can completely centralize the planning in a single agency is taken as a model, using for convenience the same library categories as above.

(i) Library services planning office. This office requires highly qualified professional assistants, secretaries, auxiliary staff and equipment. It might use the premises and even the equipment of the Educational Planning Office. One professional and one secretary might suffice for a country with a small population; the maximum number will depend on the country. The cost will depend, in accordance with ordinary budget practice, on the salaries and allowances paid to equivalent staff.

(ii) Department of national library services. A special department must be set up to carry out the plans prepared by the library service planning office and act as the administrative and technical centre of the country's libraries. It could operate in the Ministry of Education, the National Library itself or some other service that would enable it to operate at all levels. If there is a marked degree of university autonomy, the department may have to be broken down into sections to cater for the various groups of libraries as classified in this paper. It will need highly competent technical staff to cope with the centralizing of various aspects of selection, acquisition, cataloguing, classification, arrangements for audio-visual equipment and its distribution, organization of public information services, library co-ordination, supervision of services, and so on.

The number of professionals, assistants and auxiliary staff and the quantity of equipment, will depend on local conditions and the method of organization adopted for library services; expenditure will depend on salary levels and the cost of transport, communications, documentation, and so on.

(iii) Advisory council on the development of library services. An advisory council composed of the leaders in primary, secondary, special and university education and research, and economists and sociologists, would provide useful intellectual and scientific backing. The department could provide the secretariat, so that council expenditure would be limited to consultants' fees for the council members and the cost of any publications it put out.

PROGRAMMING

Once aims, objectives and options for the national library service have been defined, the studies, research and diagnosis completed, and needs ascertained and costed, the planning office can prepare its library services development plan with due regard to both future and existing conditions. The future will depend on the aims and objectives; the present is governed by the situation in respect of libraries, economic and social development needs, and limited human and financial resources.

The objectives do not depend on the will of the library planner but will be quantitatively determined by higher political and administrative decisions and limited by claims on national resources and priorities of such vital sectors as education, public health, communications, and so on. In developing countries, economic resources and the almost general lack of staff qualified to carry out a library services plan are the two main factors that fix the limits within which library services must operate.

National policy in education will impose other limitations, boundaries and choices. For example, if large numbers relapse into illiteracy because they lose the reading habit, it might be better to concentrate on providing an adequate system of school libraries and so prevent this situation from arising, rather than to call upon the public libraries to make a special effort to provide facilities for new literates. The moment to reverse the trend and concentrate instead on providing adequate public library facilities is a matter more of educational than purely library policy. The priorities may also vary by region or according to the dictates of economic and social development, e.g. when specialists or research are required in, say, fishing, mining, tropical health, and so on.

Hence the need for prior consultations on the basis of the research and diagnosis, with economic and social development planners and the directors of education, before preparing the library services plan.

The planner already knows from his data the actual library situation: quantitative and qualitative resources and expenditure on the services. He knows the needs (and the approximate cost of satisfying them) in relation to national development plans, education at all levels, and research. Consciously planning within the framework of educational planning and of research programmes, he already knows, within the political and administrative decisions that lay down the general policy for development and State investment, what finances will be available for library serices planning.

As at the preceding stages of planning, we cannot provide a detailed plan here but shall merely give the general outlines, in the light of the experience acquired and the limited background material available. (a) Introduction: background and methodology; (b) Aims, objectives and options; (c) Structure; (d) Legislation; (e) Staff; (f) Organization of library services; (g) Costs.

As every plan takes time to execute, the planner must estimate the time required for each of the planning operations. Ten-year plans are recommended, divided into periods of two, three and five years, i.e. short, medium and long-term.

Publicity

By its nature, planning is for specialists; to be democratic - as it should be - there must be free discussion, and the public should be systematically invited for constructive criticism and suggestions regarding aims, objectives and arrangements - the only way of ensuring efficient planning and real community support for the plan which is finally adopted.

Accordingly, once the plan is complete it should be given wide publicity by all the most modern and effective means. As in one way or another and to a greater or lesser extent library services concern all sections of the population, it is only right that they should have an opportunity to express their views. Moreover, public support will directly or indirectly mean greater financial resources for the plan.

The plan must also be carefully studied by all who are directly concerned - librarians, educators, sociologists, economists, administrators. The planning office should energetically encourage such study with a view to improving the plan further before its submission to the competent authorities.

Execution and evaluation

Once approved, the plan must be executed, by the executive bodies set up for that purpose. Every plan has a "movable horizon", i.e. it is never definitive but can and should be improved in the light of experience, and will inevitably have to be adapted to the changing options in education, research and development.

In course of execution, the short-term sections of the plan will indicate the urgent and the basic problems (legislation, staff training, setting up of executive bodies, and so on) that must be disposed of in order to attain the medium and long-term objectives. During the initial short-term phase, it may be well to organize some libraries or establish centralized services experimentally on a limited scale to obtain the experience which planners and administrators will no doubt lack, and periodically review the attempted solutions.

This early period is difficult, involving administrative and technical reforms, the qualitative improvement of the former library system and services, and retraining of staff to cope with their new duties under the plan. The educational authorities must be convinced of the merits of the new arrangements; administrative decisions must be obtained to pave the way for the medium-term plans and the quantitative and qualitative improvements they aim at.

For all these reasons, appraisal is necessary to control the efficacy of the planning and introduce such modifications as may be needed, despite the continuous and systematic effort to improve the services, to take account of shortcomings discovered during the actual execution. Results are measured against the objectives set. Statistics; users' replies to questionnaires; the quality of the services supplied; and the number of zones provided with adequate readings services will, when compared with the objectives, give a measure of the results obtained, limitations due to special circumstances, and so on.

Financing

This aspect of library planning is dealt with comprehensively in Part II of this working paper.

2. ROLE OF LIBRARY SERVICES IN EDUCATIONAL, SOCIAL AND ECONOMIC DEVELOPMENT IN ASIA

In order to appreciate fully the rôle of public library services in educational, social and economic development, it is necessary that an introduction be provided to the general educational, economic and social situation in the region against the background of which the needs and prospects of library services development could be viewed.

In 1955 there were 65 million students receiving education in the countries of the region, representing about 9% of the total population compared to the estimated world average for that year of about 12%. By 1960, student numbers had increased to nearly 90 million, being about 11% of the total population against the world average of 15%, and, by 1964, 220 million representing 13% of the total population.

One observes a marked gap in the level of student enrolment in the region, when compared with figures for the developed regions of the world which, for the year 1962, were 25% in North American countries, 17% in Europe and around 20% in the USSR. There were more than three hundred million adult illiterates in Asia in 1962, i.e. almost half the adult illiterate population of the world. More than 40% of men and 61% of women of 15 years and over were illiterates. Rapid growth in total population and low rate of school enrolment has resulted in an increase over the last decade of the number of illiterate adults by at least 15 million. This indicates that the results of the school enrolment alone would not eliminate illiteracy. A high percentage of school enrolment and adult education appears to be the approach needed.

On the social, as well as on the economic front, the planned development which Asian countries have recently initiated has been characterized by significant but uneven progress, with advances in certain directions being reduced or sometimes offset by the sharpening of old problems or the appearance of new ones. Although national wealth has risen appreciably in the region, the information available tends to suggest that certain long standing and important socio-economic inequalities may have widened. It is still very apparent that there are very large and perhaps growing numbers of Asians who have not yet emerged from their age-old poverty. Striking advances have been made in the field of health, where there has been a reduction in the toll of lives due to diseases. Heavy migration to urban areas has resulted in a difficult housing situation, which grows worse with the rapid growth of cities.

The educational situation, as seen in the social context, demands that large numbers of children should have a thorough educational exposure and that the schools should offer programmes calculated to orient the children towards active participation in the tasks of development and modernization. It is noted that in Asia there is a widespread preference for an academic type of education, unsuited to the requirements of modernization and development. The philosophy and practice of teaching in Asian countries often works to discourage inquiry and initiative among students; there is excessive emphasis on conformity and not enough on independent discovery; literary subjects, looking towards prestigious, white-collar appointments, take undue precedence over practical and scientific instruction.

It is being increasingly realized that these complex social problems cannot be effectively tackled on a piecemeal basis and still less on the assumption that social progress is an automatic consequence of economic growth. There is evidence in Asian countries of an alignment of social policies and plans with strategies for economic development. It is this which is often referred to as "balanced and integrated social and economic development".

Rapid economic development has been accepted in developing countries in the Asian region as a crucial issue of contemporary times. The aim was to achieve as rapidly as possible the level of economic and social well-being of the developed countries through the adoption of development plans as an instrument of policy. If the goals which have been set in the development plans are to be achieved, it will be necessary for a major reassessment of a number of policies which have so far been pursued. Among them will be a faster development of both agriculture and industry and development of resources of skilled manpower.

Several distinctive features are noticeable in this region, among them being the differences in the cultural level of the male and female sections of the population. That this was particularly deterimental to harmonious development was stressed at the Teheran World Congress on Literacy. Social inequalities resulting in relatively limited access to education to children of rural areas, results in disparities in the education received. In this context, the Tokyo meeting of Ministers of Education stressed the principle of equality of educational opportunities. One of the important links of education with overall development is the knowledge of skills which education produces in the labour force.

The aim of a long-term plan for educational development is not so much to prepare for specific occupations - the patterns of which will necessarily change with economic growth - as to build into the education system the capacity to meet the needs of training and retraining which short-term plans may identify.

It is against the prevalent socio-economic backgrounds and keeping in mind the social, economic and educational development that is foreseen and planned for the future in the Asian region, that we can envisage the rôle of library and documentation services.

School libraries

In educational development, library services are an essential component of primary and secondary schools, universities and teacher-training colleges. In primary and secondary schools, the numbers of which are increasing many fold every year, one of the major problems facing the developing countries in Asia has been the lack of suitably trained and qualified teachers to man the schools. As a result, although quantitatively there has been vast development in education, there has been no corresponding improvement in the quality of the education given. It is felt that these admitted deficiencies in the quality of education could, to a large extent, be removed by the appropriate use of school libraries. In this context, a school library would consist, not only of a collection of books meant both for the students and the teacher but also include suitably prepared audio-visual materials which would supplement the teaching programme of the school.

Development planners have until now considered the needs of education as being merely schools, teachers and textbooks, but have not paid sufficient attention to the general reading materials one normally finds in a school library which help the student to enlarge his education. On the other hand, the stimulation of the habit of reading while in school and the provision of adequate reading materials through public libraries will be an important means of combating the serious problem of relapse into illiteracy, which is one of the disturbing factors in educational development. The planning of the development of school library services as an integral part of educational development plans appears to be the only way in which the long neglect of this important factor in education could be quickly remedied.

University and specialized libraries

In universities in Asian countries a great deal of potential exists for the pursuit of research, both in humanities and in sciences. The academic staff of many Asian universities receive their training in research in the developed countries where they have access to well organized libraries and well equipped laboratories. On their return to their countries the problem facing them is invariably the difficulty to obtaining the equipment and the documentation which they need for the continuation of their work. This constitutes one of the main reasons for the "brain drain". Photocopies, microfilms and other forms of transfer of information are available from abroad but this takes time to obtain and has to be paid for in currencies which governments are very reluctant to release. It is felt that with the better organization of library and documentation services these Asian scientists could contribute to a far greater extent to the economic development of their countries.

Much of the Asian economy is agricultural, depending to a large extent upon its rice, rubber, jute, coconut and tea. Documentation which would help in the improvement of these crops is not readily available due to the fact that library and documentation services have not reached the level of organization obtaining in the developed countries. A great deal of information on agriculture, plant pathology, manufacture, packing and other aspects of these industries needs to be acquired and stored in a manner in which they will be readily available. The solution seems to be in the organization of documentation centres set up on a regional basis for the collection and dissemination of this information and to facilitate the transfer of information. The improvement of techniques in agriculture and industry in Asia could be greatly assisted by easier access to the required documentation and it would appear reasonable to consider this to be of equal importance as the provision of foreign experts and the training of skilled technical personnel in these countries, which is being presently carried out under international and bilateral assistance programmes.

A large number of engineering colleges, polytechnics, vocational training institutes and other institutions are being established with their full complement of experienced teaching staff and their laboratories and scientific equipment in various countries in Asia to provide the skilled personnel necessary for rapid economic development. However, here too, it is observed that insufficient attention has been paid to the needs of students and staff as far as library services are concerned.

In developing countries in Asia, co-operation between university libraries and specialized libraries would ensure the availability of scientific information to scientists working in all parts of the country. The proper organization of a nation's scientific information resources will also enable the saving of valuable foreign exchange through the elimination of duplication of acquisitions and centralization of technical processes.

Public and national libraries

The prophets of social change are the writers and the poets in any country. In developing countries where the book industry is almost non-existent and where individual incomes are insufficient to permit purchase of books for personal use, libraries and reading rooms are the only institutions which would make the views of these writers and poets widely known. With the increase in the reading public as a result of education and literacy programmes, these ideas could spread across the length and width of countries and thereby stimulate social development. A public library service, which is designed to develop with the development of the reading public of the country, is therefore an essential instrument for fostering social progress. Such a service, which must necessarily not be fettered and not be directed towards the expression of the views of any single group whether political or religious, must provide to all citizens the material on which they could form their views. In addition to the views and thoughts of local writers, the works of writers abroad should also be freely available and, if possible, translated into the language of the country.

Public libraries could also play a rôle in the development of one's vocational aptitudes. In the Enugu public library, for instance, a Unesco pilot project in Eastern Nigeria, it is reported that the larger part of the books lent from this library was found to be connected with functional development. The Nigerians were using the library to improve themselves in their daily tasks such as for the improvement of their agriculture, their knowledge of machines, automobiles, bicycles, etc. In developing countries one could expect that the public library would need to consider this as one of its important functions.

Perhaps at this stage some thought should be given to the actual nature of a public library in a developing country. The public library, as we know it, consists of a large number of well-arranged book shelves, a catalogue cabinet, some reading tables and a few serious looking librarians. In an agricultural community where the majority of the people work barefooted in the mud for most of the day, a public library of this type may not seem to them to be the place to spend their well earned leisure. Public libraries should be adapted to local social conditions and it would seem that the nature of the public library in the context of the different social situations in which it exists would seem a good subject for discussion.

Consideration might also be given to the feasibility of public libraries in developing countries playing the part of cultural centres where the mass media would be used in addition to books for the education of rural and urban populations as well as for providing them with a useful means of spending their leisure.

In literacy campaigns the rôle of the library has, until now, not been fully recognized. In addition to the primary objective of teaching illiterates to read, there is an equal responsibility to ensure that they will retain this capacity for the rest of their lives. This requires that they should have available suitably designed reading materials through which they could develop this new faculty and benefit fully from it.

The rôle of national libraries in economic and social development would be proportional to the functions that are assigned to them. Many national libraries, generally house, under the Deposit Law, the publications produced within a country and are often also responsible for the compilation of the national bibliography. In this respect, they contribute to the wider diffusion of cultural materials and have impact on social and economic development. In some cases, the national library is the central body responsible for public library services. Where this responsibility is assigned to a national library, its impact on educational, economic and social development is even greater.

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3. THE PRESENT STATE OF LIBRARY SERVICES IN ASIA

INTRODUCTION

The principal factor making for unity and strength of purpose in the countries of Asia today is a strong sense of nationalism which is finding its most widespread expression in a revival of the national languages, literature, civilizations, their arts and crafts and history.

Their political aspirations having found fulfilment in the attainment of independence, these countries became simultaneously engrossed in breaking the stranglehold of social and economic stagnation of the earlier period and achieving accelerated economic growth.

The social situation presents a scene of contrast with some indications of considerable progress standing out against a background of intensive poverty, hunger and illiteracy. The countries are facing a difficult urgent and challenging task. Perhaps the most far-reaching social advance resulting from planned development has been in the field of health, specially in the reduction of diseases. This has contributed more than anything else to a rapid increase of population. (See Table I)

This set about a revolution of rising expectations and mounting pressures to attain as rapidly as possible levels of economic and social well-being as were experienced in the already developed countries. It meant the adoption of development planning as an instrument of policy.

Economic progress depends on such independent factors as resources, capital and men. Recent studies have shown that the most significant lever in economic growth is the group of human factors which includes such diverse individual and social elements as technology, education, competence of the labour force and organization, which get their unity by the fact that they mainly function through their effect on the quality and intensity of the human effort for development.

It is in the development of these human factors that education plays a vital rôle. In fact, education is one of the main sources of human resource formation and the means for spreading and increasing the velocity of the circulation of knowledge through libraries and mass communications. The focal point of human resource development is that the educational and training facilities provided should be as well adapted as possible to the needs of economic and social development.

An effective education system is thus an important element in the new society which governments are striving to create. Such a well planned system can encourage the use of increased production of goods and services resulting from economic growth for a wider cultural experience and for improved ways of living.

This education system requires the use of books for extra-curricula reading which is a comparatively new innovation in the educational upbringing of a child or adult. It necessitates the production of a greater number of books which should be readily available to the whole population. Libraries are the means by which these books could be distributed to the community. Libraries reach far beyond the bounds of commercial practicability in bringing books to readers. Without libraries there can be no good primary or secondary schools, let alone institutions of higher education.

Countries in this region have realized the value of national economic and social planning for balanced development. Educational planning should be integrated in the national plans of the country considering the volume of technical and intellectual effort involved in educational work. Planning foresees the needs of the future. A well planned system of libraries for the whole country should then be included in educational plans. This will be a guarantee that the money invested on education and research will be capital investment and show dividends in the long term.

BRIEF HISTORY OF LIBRARIES IN THE REGION: SURVEYS: LEGISLATION

Most of the countries covered by this report have had histories, civilizations, religions, arts and crafts going back to many centuries. Evidence is provided by the manuscripts, monuments, sculptures, paintings and folklore which have survived. It is true that the temples of old had their libraries, that the monasteries and monks were the repositories of all the learning that a country could boast of. Yet such evidence of a glorious past alone is not sufficient for the rapidly progressing world of today. A library in the modern connotation of the term was not understood, appreciated or even considered.

In spite of the progress these countries have made in the industrial, social and educational spheres, there has not been similar progress in the development of libraries and library services.

Surveys

Library surveys are necessary prerequisites for planning library development and Unesco experts have carried out library surveys in most of these countries. However, there has been no set pattern in these surveys. The experts have been sent out for varying periods of time ranging from three months to three to four years, with a view to carrying out different projects like the "development of library services", "organization of a National Library", "organization of a School of Library Science", etc.

It is apparent that in the majority of participating countries there is no planned scheme of library services nor any defined central authority. In some countries the Ministry of Education controls or directs the policy governing school libraries, while the Ministry of Local Government exercises a meagre supervision over the public libraries maintained by local authorities. In others, the State, through a relevant authority, exercises overall control of libraries in all sectors, school, public, university and special. The need and desirability of a central controlling authority responsible for the general development of all library services is clearly indicated.

School libraries

There has been a phenomenal increase in the number of schools and the children attending schools since the end of World War II. This is because most Asian countries are making desperate efforts to provide compulsory primary and elementary education for the school going population. (See Table II).

In a few countries school libraries are still in an early phase of development and in others they hardly exist. The library has to compete with other priorities in the school, such as textbooks, buildings and equipment. Classroom libraries are encouraged where facilities for a school library are not available.

Japan perhaps is ahead of other Asian countries in the provision of school libraries. With the highest rate of literacy in Asia, there are over 43,675 school libraries as at 1964. This besides classroom libraries. The libraries are well organized and the school curriculum is such that greater use is made of the library. It was in 1953 that a school library law was enacted, making provision for all schools to have libraries staffed by professional librarians.

In Indonesia, a Unesco sponsored school library project was developed in the Research Section of the Department of Library Education. The research section decided that the distribution of books to schools must be supported by training of school library service staff and for this purpose training courses were organized for school librarians.

The Ministry of Education in Thailand proposes to have librarians in all schools in the country and a start has been made. Workshop courses have been organized to train school librarians.

In Burma all schools have libraries but they vary in quality. In the other Asian countries, school libraries are found in secondary schools but seldom in primary schools. There is, however, a growing awareness of their rôle in education and the school library is becoming increasingly important in the new teaching of today.

A good school library service should be a vital part of the Library Services Plan. This will, of course, have to be a gradual development due to the scarcity of funds and adequately trained personnel.

The increase in the school going population has meant more schools in rural and urban areas. Since most of the countries are still striving with economic problems, it is not conceivable at this stage to have separate children's public libraries, and school libraries in rural and urban regions.

Most secondary schools in the region do not have a full-time librarian. Education plans have made provision for a full-time librarian but in actual practice, due again to financial reasons, these countries cannot afford to employ one. Here, again, the above practice of having a qualified librarian for a given locality could be adhered to till such time as it is possible to employ a full-time school librarian.

Public libraries

In developing countries where the emphasis is on the spread of literacy and education, public libraries are a means by which all people irrespective of age, profession, colour or creed have free access to any literature required.

Public library development in the region varies greatly. (See Figure 1) In some countries like India and Ceylon, local authorities have been entrusted with the provision of public library services and this has meant that the smaller local authorities have failed to provide an optimum standard of service due to inadequacy of funds.

In other countries like Thailand and Burma, public libraries are administered through the Ministry of Education. In Thailand, public library development has not progressed as rapidly as that of other libraries. Libraries and librarians are classified very low in the Civil Service scale, so that only small amounts of money are allotted to libraries, which makes it difficult to develop a book collection, and the recruitment of trained librarians is almost impossible with the low salary scale attached to these posts.

In Indonesia, public libraries are administered by the Mass Education Department of the Ministry of Education. The Department is also responsible for literacy and adult education programmes. The long-term plan here is to develop in each province a provincial headquarters library which will co-ordinate the development of other libraries within the province and also channel central government aid to libraries.

The Japan Ministry of Education is the central government agency responsible for the development and supervision of public libraries. Post-war development of the public library system is making steady progress with United States technical assistance especially as Japan has the highest literacy rate in Asia together with the fact that the Japanese are prolific readers of every kind of printed matter.

In Taiwan and the Philippines, public library services are provided by different types of organizations. In Taiwan, there are provincial libraries, libraries maintained by the Social Education Centres, and reading rooms affiliated to public services centres set up in various cities, towns and villages. In the Philippines, the Bureau of Public Libraries and Manilla City Libraries provide a public library service. The Bureau operates as a national and public library. It controls provincial, municipal and village libraries, and library deposit stations.

The main requirement for a proper national public library service is that it should be authorized by legislation, and adequately financed by public funds. Library legislation, where it does exist, is generally not on a national level. Inadequate finances seem to be the biggest problem and with this go inadequate premises and poor quality book stock. Lack of trained library staff is another problem and where they are trained, salaries are inadequate.

Besides this there is the physical problem of organizing a library service for some of the largest and most highly populated cities of the world on one hand, and on the other to tiny, remote, sparsely populated villages, cut off from the main urban area either by forests, a chain of mountains or rivers. Proper roads do not exist, transport is difficult and books have to be carried long distances by carts, lorries and boats. This is the problem of serving rural populations in agricultural countries.

A properly planned system of public libraries is not available in any particular country. A system implies rhythm, organization, and unbroken service. The main reason for the lack of progress is finance. A national library service is undoubtedly costly, and these countries are still battling with economic and social problems, and cannot afford to devote finances for a service which is not considered as important as other necessities. Very often this lack of progress is due to apathy on the part of governments who do not understand the real rôle and potentialities of public libraries. Modern techniques for the mass circulation of reading materials are not understood and libraries are regarded as ancillary to other community services.

Asia is emerging from illiteracy and there is an increasing demand for reading materials for the new literates. (See Figure 2). There is also the need for adult, yet simple, literature, as well as children's literature and the problem of providing multi-racial and multilingual populations, now being educated in the vernacular or newly established national languages, with books for reading.

With social and economic changes in the Asian region, there is a growing awareness of national histories and culture, and a new class in society has emerged conscious of their rights and wants. All this has meant that the public library has to cater to new types of readers, which necessitates a reassessment of the rôle of public libraries.

Since most of the Asian countries have enacted legislation for compulsory education for at least a period of four to six years, they are now faced with the problem of new literates, who need adult though easy literature or otherwise they would lapse into illiteracy. These new literates can obtain reading material only from the public library. The public library's newest rôle in the educational sphere is providing the new literates with "easy to read" books in the national languages.

There is a dearth of literature in the national languages not only for the new literates, but for children and adults too. Writers have had little incentive to write more or better books, because their books do not sell. The standard of living is low and people cannot afford to spend money on purchasing books. The public library then is the link in the distribution channel between the author and reader.

Very few libraries, the Delhi Public Library being one, have a children's library service in their public library system. Public libraries first started as an adult service, but today in most of the underdeveloped regions of Asia, children under fifteen years of age form 40 to 50 per cent of the population. Children are literate and want to read and where school libraries hardly exist, the public library should provide children with reading materials. In rural areas, few countries can afford a separate public and school library service. In urban areas and large towns, the public library should extend its services to children. In very many urban areas today, the public library has only a separate book cupboard or two for children. Others have extended their services outside the library walls by sending a book box to schools. A few libraries have story hours for children, but other services like exhibitions, hobby clubs and group work is very rare.

Extension services to prison and hospital libraries is not practised as a rule. However, book boxes are sent to community centres and book-mobiles carry books to remote rural populations. Besides book-mobiles donated by Unesco, book carts and book boats carry books. The library has also participated in the field of adult education, the programme varying according to the needs of the community. This is done by assisting with the educational programme of other institutions, holding exhibitions, making book lists, and reserving special classes of books for use by students. The library also has its own programme of lectures and group discussions with a view to popularizing reading.

Special mention must be made of the Delhi Public Library where in 1951 Unesco established a model for Asia. Besides the reference and lending departments, the library has a children's department. A Social Education Department organizing cultural activities, gramaphone records library, a braille section for the blind, four branch libraries, eight community libraries and four mobile vans visiting 53 places every week. The library has also published 36 prototype booklets for new literates, and has been an unqualified success, the only disappointment being the location and building which houses this library.

University libraries

The post-war years have seen a spectacular increase in the number of students seeking higher education. University libraries in this region are fairly well organized. Their main function is to provide adequate readers' service to undergraduate and post-graduate students, research workers and faculty members. (See Figure 3)

With this increase in the student population, the libraries are faced with the problem of providing an adequate supply of textbooks, periodical literature, micro copies and photo copies of rare and inaccessible items.

With an emphasis on wider reading by the students, the library has to provide more reference material and sufficient accommodation for reading in the library premises.

Several of these university libraries like the Jewish University Library at Jerusalem and some of the Indian university libraries have very old and valuable collections. Other universities like Japan, South Korea and Pakistan are very new. Some of the university library collections like in Burma, Korea and the Philippines suffered heavy losses of books during the war and as in the University of the Philippines new libraries have now been built. The university libraries in former British colonial possessions like Ceylon, Malaya and Hong Kong have universities dating from 1940. These libraries commenced on professional lines, the librarian possessing post-graduate qualifications in librarianship and having the status of a head of department.

Universities in these countries are usually government institutions depending on the government for an annual grant. The annual library budget should be entrusted to the librarian who should be solely responsible for its expenditure, depending of course on the faculty staff for recommendation of books and other reading material.

The functioning of a university library is generally reviewed by a library committee which makes recommendations to the authorities concerned. The work of the committee should be defined so that it is only an advisory body and does not deal with administration which is the work of the librarian.

The book collection should be, as far as possible, centralized, providing sufficient reference and lending facilities to students. Unnecessary duplication of books in various departmental libraries should be avoided. A central collection also helps the overlapping requirements of various departments.

The increasing student population has brought up the question of purchasing multiple copies of textbooks. Perhaps multiple copies of the less expensive textbooks, maybe in cheaper editions, could be purchased, but the problem arises when multiple copies of expensive textbooks are required by a class. There should be a great deal of co-operation between the academic staff and the library staff to solve problems of this nature. The academic staff should be alive to these problems and inform the library of the basic texts required for a particular subject. The library should then arrange to have these books shelved separately, to be used only by that particular class. Perhaps this could be done for a month or academic term, depending on the number of copies available, the size of the class and the subject material to be studied. In Indonesia, efforts have been made to reduce the range of textbook titles to a number which can be accommodated in a textbook lending scheme. The librarian of the Faculty of Economics of the University of Indonesia conducted a pilot project where textbook lending was from a separate reserve book room. Books are lent according to demand, maybe for two hours, three or four days or a week. In this way a wide range of titles can be provided as required reading and the number of textbooks needed can be reduced.

As knowledge keeps expanding it is not possible for any library to acquire all the material needed. Inter-university co-operation on a national basis is very essential, mostly because some universities specialize in particular subject fields. Co-operative acquisitions of material not required for every day reference could also be purchased on a national basis.

The possibilities of co-operation on an international basis among libraries in the Asian region should also be pursued with a view to improving their service to readers. Inter-library loans should be channelled through a central lending library, one of the university libraries in each country acting as the Central Lending Library. The publication of bulletins, bibliographies and indexing services also helps library co-operation.

Microprint and photostat services help in library co-operation on a national and international level. Some of these libraries have rare materials which have to be preserved and cannot be lent out, and microprint and photostat services will be an asset. Microprint, besides being a space saving device, helps the research worker who requires a copy of a monograph or particular page.

Microcopying and photo-copying services being expensive, the most practicable line would be a centralized service in each region or province of a country. All universities and public libraries within the area could use the microprint services instead of each university obtaining equipment of their own.

Technical libraries

With rapid industrialization, the demand for skilled labour is increasing and training facilities should be provided for this. Hence, besides elementary and secondary schools and universities, various types of training and practical schools have been set up in this region. Local practical schools, junior technical schools, agriculture and fishing schools and trade and craft schools have been organized with a view to training students in practical crafts. With the level of education rising in most regions, governments have become conscious that the educational needs should be closely geared to the manpower needs of the economy. Manpower surveys have been carried out in some regions, and the need for training personnel in the techniques of agriculture and industry has been seen. These new types of schools need libraries of their own and these technical libraries are a new feature in this region.

Special libraries

Special libraries might be grouped in accordance with the type of agency they primarily serve - a government department, national research institute or industrial organization. Special libraries have grown in importance today in order to give quick on the spot service to functional groups of national importance. Their prime function is to assist the practical daily work of the group they serve. (See Figure 4)

The most common type of special library in Asia is the government department library. Government departments have special libraries which provide the officers with the services they require in connexion with their official work. Government libraries and other special libraries reserve the right to refuse public use of their collections, in some instances due to the confidential nature of the collection and also because public use would interfere with the use of the library by the personnel for whom it is organized. The book vote in government libraries is very small. The library in most instances is about two or three cupboards of books and it is a sheer waste of finances for government libraries to duplicate acquisitions. The librarian is usually a librarian-cum-storekeeper who is liable to pay for any losses from the library collection.

In recent years, with advances made in science and technology, in the rapidly progressing Asian region, special libraries have been organized in various types of industrial, technical and scientific institutes. These institutes have realized that a library can help in assisting the staff to decide on the implementation of a new idea, give information that can provide a short cut to any process or can assist in marketing a product.

India, Japan and Indonesia have the largest number of special libraries in the fields of science, technology and medicine. The Indian National Scientific Documentation Centre was set up in 1952 by the Government of India with the assistance of Unesco. INSDOC has a translation service of scientific documents, compiles bibliographies and procures documents and photo-copies of material from India and abroad. The Council of Scientific and Industrial Research was established earlier in 1942 and a number of research laboratories attached to the CSIR have been opened, each with a special library of its own. An Indian Association of Special Libraries and Information Centres was formed in Calcutta in 1955.

Japan has over one thousand special libraries of various types. Four hundred and ten of these are members of the Special Libraries Association. Special libraries in Japan are well organized and the scientific documentation and information centres provide microfilm services. In fact, most of the well-organized special libraries in Japan have a microfile service.

Special libraries in Indonesia date from the time of the Dutch settlers. There are a large number of well established research libraries in the fields of medical science, agriculture and forestry.

In most of the other Asian countries government department libraries form the largest percentage of special libraries, followed by a library attached to a scientific research institute and also to central banks.

Scientific documentation plays a vital rôle in the scientific, technical and economic development of a country. As such, most of these Asian countries have, with the assistance of Unesco and other international organizations, organized documentation services according to the needs of the country. In addition to INSDOC, mentioned earlier, Unesco has collaborated with the Governments of Pakistan, Thailand, Philippines, Korea and Indonesia in the establishment of scientific documentation centres. In some countries documentation services have made progress while in others there is still a dearth of scientific literature. There is an urgent need for accelerating the publication of scientific literature and of having this material indexed and readily available in libraries.

The exchange of publications produced in documentation centres in the region should be expanded and documentation centres should participate actively in the organization and functioning of exchange services in Asia. This would avoid duplication of research and help in furthering the value of this service. India, Japan and Pakistan have made headway with these scientific documentation centres having photo reproductions and micro-filming units which are a basic necessity for their proper functioning.

However efficient a special library is, it must depend for some of its services on other libraries. As such, special libraries should become members of a local scheme of library co-operation. This co-operation does not have to extend to research reports of a confidential nature.

Co-operative acquisitions too among special libraries, as for instance government libraries in a particular area or province, would help the work of these libraries. At present government regulations hamper library co-operation even among government institutions. If the idea of "co-operation" is accepted, the progress of the smaller special libraries would be greatly enhanced.

National libraries

Libraries in Asia are among the oldest in the world, but the concept of a national library and its relation to a national library service is new.

National libraries in the sense of copyright deposit libraries exist in most Asian countries. One of the oldest appears to be the Bibliothèque Nationale at Saigon, founded in 1882.

National libraries have had various origins. In some countries they have been formed by the amalgamation of two or three existing libraries. In India, the National Library was formed by the amalgamation in 1902 of the Imperial Library and the Calcutta Public Library. In Thailand, the National Library was founded as the Vajiranana National Library in 1903, amalgamating three libraries.

The National Taiwan University Library acts as the National Library in China (Taiwan) and in Ceylon the National Museum Library is a copyright deposit library, and has the national collection of books.

In Japan, the National Diet Library of Tokyo is established in accordance with the National Diet Library Law, and in Singapore, the Raffles National Library was established by law in 1958. The Liaquat National Library of Pakistan was created in 1951.

The Jewish National and University Library of Israel, as the name indicates, performs a two-fold function; it is both the national library of the Jewish people and the library of the Hebrew University. The library was developed from a small collection started by the S'nai S'rith Lodge in Jerusalem in 1892. In 1920, the library was taken over by the Zionist organization, and was named the Jewish National Library.

There is variation in the organization of the departments or services of the national libraries. The most common services appear to be reference, lending (over 80 per cent of the libraries), extension services, gifts and exchanges and bibliographical activities.

Being the national conservatories of the records of their peoples, whether in print, manuscript, facsimiled on film, in musical notation or in embossed characters, national libraries have become the principal sources of information for the compilation of the national bibliography. This is the most common bibliographical activity engaged in by more than 60 per cent of the national libraries. Other bibliographical activities depend on the organization and available staff in the national library.

The National Library in Australia compiles a subject index to current periodicals, and is probably the only library that compiles a film catalogue and national union list of newspapers.

The National Library China (Taiwan) prints catalogue cards for most of the significant Chinese publications deposited in the library, and distributes these to subscribing libraries.

The National Diet Library, Tokyo, Japan, issues printed catalogue cards for Japanese publications for distribution to subscribing libraries.

Special subject bibliographies and short bibliographical lists are compiled by some national libraries. The National Library of India compiles short bibliographical lists, on request from special organizations, scholars and students, and is also compiling a planned Bibliography of Indology, covering all aspects of India's life and culture. The National Library, New Zealand, compiles several buying and book selection aids for school and public libraries.

Very few libraries compile National Union Catalogues. The National Library, Australia, compiles a national union catalogue of monographs. A National Union Catalogue of Books and a Union List of Serials is compiled by the National Library of New Zealand. The National Diet Library of Tokyo too publishes union catalogues.

Several of these national libraries have an international centre for the exchange of publications, mainly in respect of exchanges by and for the library. The National Libraries in New Zealand, China (Taiwan) and the Bureau of Public Libraries in the Philippines act both as international and national exchange centres.

Co-operation between libraries in this area is very essential but very many of the national libraries are not inter-library loan centres. The National Libraries of Korea, Iran and Pakistan act as centres for inter-library loan of publications among libraries within the country only. A few countries like Australia, India and New Zealand are loan centres on a national and international basis. The majority, however, cannot cope with inter-library loans at all. However, most of them are centres for the international exchange of publications.

Co-operative enterprises in which the national library co-operates with other libraries and institutions of higher education are very few. The most common among the co-operative projects is the provision of library training to the staff of other libraries, bibliographical services like the compiling of bibliographies and select books. Other co-operative activities which are performed by just one or two national libraries, are the functioning as a clearing centre for other libraries and microfilming. Several national libraries have microfilm services and photo-copying devices.

Perhaps the two biggest problems to be faced when considering co-operative enterprises are the inadequacy of finances and trained staff to cope with the volume of work. Till these two shortcomings are met with, these national libraries have to operate by compromise and makeshift methods.

In the Asian region some countries like Ceylon for instance, do not have a national library.

LIBRARY EDUCATION

The traditional picture of the library as a storehouse of knowledge with emphasis on preservation of materials for use only by serious scholars is fast dying out. Today, with the expansion of knowledge and its records, the library's functions have increased; it is now a modern mechanism of information retrieval. The earlier picture emphasized the book, whereas today the reader is the focus of attention. This modern concept of the library with a stress on dissemination of information calls for library personnel with a high degree of general and professional education. The librarian's duties and responsibilities have multiplied. There is an increasing need for information on all levels and with it the increasingly complicated problem of dealing with the rapid production of information. This has brought a growing need for trained library personnel at all levels.

Types of training

Post-graduate and undergraduate courses

Adequate training facilities should be developed in all countries. A survey of the region shows that training programmes have existed for the last fifteen years or so. Several countries have training programmes at graduate and post-graduate level, conducted by a department of a university. In India, there are library schools attached to 25 universities. All the university schools offer a one-year course to university graduates and award a Bachelor's degree in Library Sciences. The University Schools of Delhi and Benares offer a Master's degree one year after the Bachelor's, and the University of Delhi offers a doctorate in Library Science.

In Thailand, library training classes for working librarians commenced as early as 1951 at Chulalongkorn University. In 1955 a department of Library Science was set up in the Faculty of Arts of the Chulalongkorn University, and in 1964 a new curriculum leading to the Master of Arts degree was inaugurated. Later the Themsasat University and the College of Education offered undergraduate courses.

Other countries having graduate and post-graduate courses in their universities are Israel, which has a library school attached to the Jewish National and Hebrew University, Jerusalem. The school offers training to graduates for professional positions in academic, special, public and school libraries. Iran has from 1966 a school of library science attached to the University of Teheran, which awards a Master of Science degree. The University of Ceylon, Peradeniya, has had three sets of post-graduate diploma classes, and the New Zealand Library School has a one-year post-graduate diploma course or a certificate course for non-graduates. Korea too has graduate and post-graduate courses in four universities.

Institutes and Councils of Higher Education are also conducting library courses. In Australia, the Department of Librarianship of the Institute of Technology, Melbourne, awards an Associate Diploma, as from 1963. The entrance requirement is the Matriculation. In Indonesia, the Government Library School in Djakarta, for the years 1952 to 1956, trained 35 working librarians in a two-year course. The Toshokan Tanki Daigaku, the National Junior College for Librarianship, Tokyo, Japan, established in 1964, has a two-year course for high school graduates and a one-year course for graduates of junior colleges or universities.

Short training courses

Short accelerated courses are conducted by the Library Associations which have taken an active part in training programmes. These courses are different to the post-graduate and graduate courses conducted by universities and institutes of higher education. The courses are meant for working librarians with an emphasis on organization of libraries, cataloguing and classification, technical services and reference methods.

In India about ten State Library Associations conduct short elementary courses in Library Science. The Ceylon Library Association has a First Examination and Intermediate Examination course in Librarianship. The duration of each course is one year, with an emphasis on practical work. Classes are conducted in English and Sinhala, the national language. In Israel too, short courses are organized by the Association and in Thailand the Association has simple training programmes for working librarians, and also organizes vacation workshops for school and public librarians. The Library Association in Singapore has a one-year course to cover the syllabus for the Part I Examination of the British Library Association.

Other short courses in librarianship are given by four university schools in India, which offer a certificate course of four to six months; the two documentation training centres at Bangalore and New Delhi, also offer short training courses.

Australia, Japan, Iran and East Pakistan do not have short accelerated courses or refresher courses. In fact, the only countries mentioning a refresher course are Viet-Nam, where the course is conducted by the National Archives and Bibliography Office at Saigon, Israel which has a two-week refresher course for working librarians conducted by the Library Association and Korea which has courses for teacher librarians, and workshop courses.

Publications

Most library schools do not put out any publications. The Library School in Tokyo puts out an annual publication, The Memoirs of the Toshokan Tanki Daigaku.

Library collections

Library schools attached to universities, as a rule, have books on library science as part of the main collection. Iran has over 2,500 volumes, Japan over 4,247 volumes in Japanese, 1,750 in foreign languages, also 28 titles of Japanese periodicals, and 25 titles of foreign language periodicals. In Australia, the Department of Librarianship collection is part of the library of the Institute of Technology. Library Associations which conduct classes have a small collection of books for use of the students, either at a public library or university library.

Training programmes

Considering the training programmes in Asian countries, the following difficulties have arisen: (1) Training programmes in vernacular languages, and obtaining textbooks, teaching and bibliographic tools in these languages; (2) Adapting foreign training programmes and standards to suit local conditions; (3) The present programmes seem to emphasize the technical aspects of librarianship instead of the principles; (4) Not much emphasis given to practical matters, and for professional growth there should be a proper balance between practical and theoretical matters; (5) Not much provision for practical work in libraries; (6) The type of course offered does not provide teachers of librarianship or subject specialists; (7) Establishing professional concepts of librarianship locally and so attracting the best students to the profession.

Foreign trained librarians

Several Asian librarians have received training abroad. The former British colonial possessions seem to prefer to send their librarians to the United Kingdom, but in the Asian region as a whole, the majority of foreign trained librarians have been trained in the United States of America. Ceylon has at least twenty-seven (27) librarians who have received training abroad, whereas India states that not more than twenty-four Indian librarians have gone abroad for training.

The systems of education in the United Kingdom, United States of America and Canada are different to Asian countries and so create problems to the Asian student. The library training reflects the library needs of the country and are based either on British or American practice. Most important is the question of the use of the returnee in his home country. Very often the student who has returned home from studying in the United States is not used to the best advantage, resulting in frustration and a waste of time, effort and money. Also the training received abroad is not adapted for the returnee to take charge of a big library at home. Conditions in the home country are such that the students trained abroad have to take up positions of authority for which they have received no training.

LIBRARIANSHIP AS A PROFESSION

Librarianship as a profession is new to the Asian region. The concept of a librarian till a decade ago, and in some countries till a year or two ago, was for all practical purposes, a storekeeper of books, who was responsible for keeping the books on the shelves. With the rapid increase in reading materials and the need for dissemination of information, the librarian is no longer a custodian of books. The stress on library education has done much to dispel this view. In every country the number of trained librarians is increasing and librarianship is being considered as a profession in most Asian countries. As regards status and salary, university librarians have enjoyed more than librarians attached to other institutions. University librarians should be considered as academic staff, and public and school librarians, though classed as clerical employees in several countries, should be assimilated to the educational cadre. Those in special libraries should be grouped as technical or research personnel.

It is known that governments and other agencies now insist on trained librarians to organize libraries. Teachers' Associations are requesting short library training programmes. The idea of a trained librarian is "catching on". It is hoped that with this the librarian will be able to demand a better salary and status.

Salary and conditions of employment

In the Asian region as a whole there is a lack of trained librarians. In spite of the demand for qualified librarians, still it is not possible to attract the best students to the library profession. The salaries paid to librarians are very poor. In most countries, university librarians have professional status and are considered as academic staff whether they are full-time librarians or lecturer-cum-librarians. School librarians are still considered clerks in most countries. In Thailand, however, the school librarian has the same status as that of a teacher and need no longer teach in order to be eligible for salary increases and promotion. There is a grade and salary limit. Public librarians too in all countries are poorly paid and do not have professional status.

It is, of course, essential that improved salary scales should be linked to better organization and conditions of employment giving librarians the fringe benefits available to other professions.

Positions available at present - needs for the future

Most countries have reported an acute shortage of professional librarians and have had difficulties in manning key positions and providing suitable replacements for senior librarians who will retire in the future. The situation also exists where many positions have been filled by insufficiently qualified persons and at all levels there are, undoubtedly, people who have found their way into positions for which they would not have been considered suitable, if qualified and experienced librarians were available.

Iran started training classes as late as 1966 and has had to depend on librarians being trained abroad. This has resulted in a very acute shortage of trained librarians. East Pakistan too, speaks of a shortage in spite of having established training programmes from 1958.

New Zealand too is becoming increasingly concerned about the shortage of professionally qualified librarians. Her worst period of shortage is likely to be the next seven or eight years and she hopes to make an all out effort to recruit qualified librarians from overseas. However, the maximum salary scale in New Zealand is less than that offered in the United Kingdom which is not a sufficient inducement to foreign librarians.

In Indonesia, the policy has been for junior librarians to be trained at home and senior librarians abroad. Of the 75 students who went abroad for training, not more than 20 returned with a Master's degree. Because of this there has been some wastage. There is still a dearth of librarians for senior positions. Korea and Singapore too have a shortage of qualified librarians.

In India, the needs of all types of libraries are being met almost entirely by librarians qualified in India.

Ceylon presents a situation where trained librarians are not able to secure library jobs. There are instances where persons who have passed the First and Intermediate Examinations of the Library Association and even the post-graduate diploma in Librarianship of the Ceylon University, cannot get a library posting. There are over 110 qualified librarians in Ceylon today, and of this number nearly 90 have received a short training in Ceylon. The progress of library services has been so slow that all the trained persons cannot be absorbed into the service. On the other hand the rural and urban librarian has received no training at all.

The university and public library spheres seem to have positions available at present for trained staff. This is perhaps because these two types of libraries have progressed more than the others.

Iran estimates that nearly 200 librarians will be needed in the next ten years at the rate of 20 a year. Korea requires 1,000 to 1,500 librarians in the next ten years. Singapore at the rate of 25 for the next four years. East Pakistan about 100 a year for ten years, and India estimates that her output will have to be stepped up four-fold in the next ten years.

Nepal has not felt the need for trained librarians, and some of the other countries like Ceylon find it difficult to estimate for the future, as a national plan of library services is not available.

Engineering, industry, commerce, trade and agriculture have been mentioned as the fields in which specialized libraries would be necessary. This is in accordance with the programme of economic development planned for each country.

Library associations

The development of libraries and librarianship in the Asian region owes much to the library association in each country. These associations usually began as group meetings of librarians. Where such meetings had not taken place, a Unesco expert or foreign librarian visiting the country had suggested the formation of an association. Whatever their origin, today we see that the library associations are the greatest stimulus to the progress of libraries and to the profession.

The Thai Library Association received its charter in 1954. A chartered association has status, can function better and be more effective than an association that has no charter. The examinations conducted by a chartered association have legal recognition. However, most library associations in Asia do not enjoy this status. In some countries they are sponsored by the Ministry of Education and even receive an annual grant.

Library associations have been most active in the field of library training. Nearly all the library associations in Asia have conducted short or accelerated courses in librarianship and have acted as bureaux for library placement. They have offered advice on library organization, and through seminars and lectures, made every effort to improve the standard of librarianship in the country.

Besides this, library associations have taken an interest in publishing and translating professional literature, writing books on library science, library training and compiling glossaries of library terms in the indigenous languages. Translating the Dewey Decimal Classification and other standard works and also adapting classification schemes to suit local conditions. Library journals, reviews and newsletters are published and these are exchanged with the publications of other library associations.

In most countries there is co-operation with the other allied professions of the book trade, the authors, publishers, printers and booksellers. On this basis, library associations have organized National Book Weeks with a view to popularizing reading, or National Library Weeks to encourage people to use libraries.

Besides a National Library Association, established in 1933, India has an Association of Special Libraries and Information Centres (ASLIC), established in 1956, and each state has a library association of its own. Special Library Associations are found also in Australia, Japan and the Philippines. Government librarians have formed an association in West Pakistan and Ceylon, and school librarians, again in Ceylon and Iran. Library associations have not participated actively as trade unionists. In Singapore, librarians have amalgamated with the Union of Public Employees.

36-A

SOURCE: UNESCO YEARBOOK

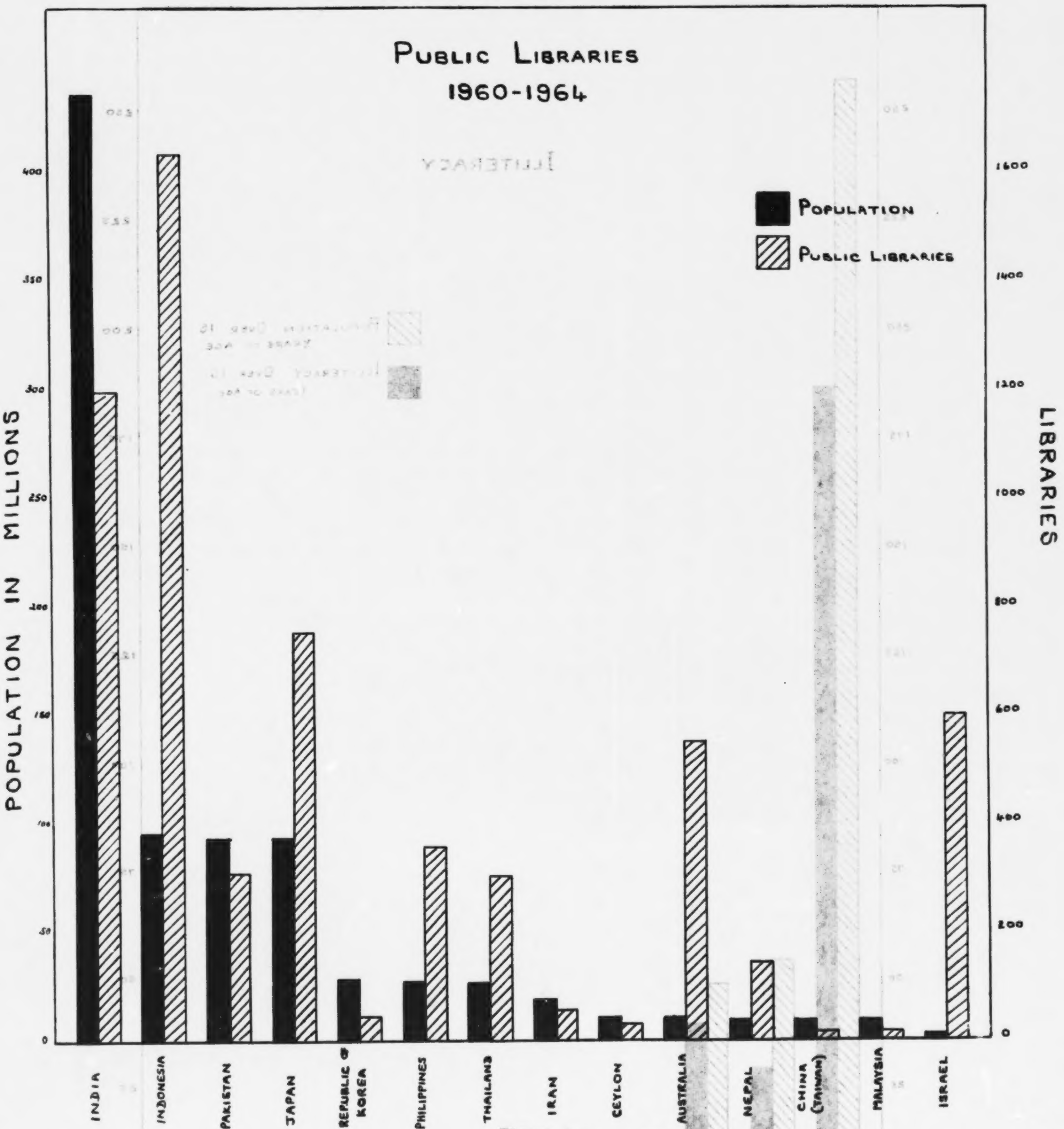
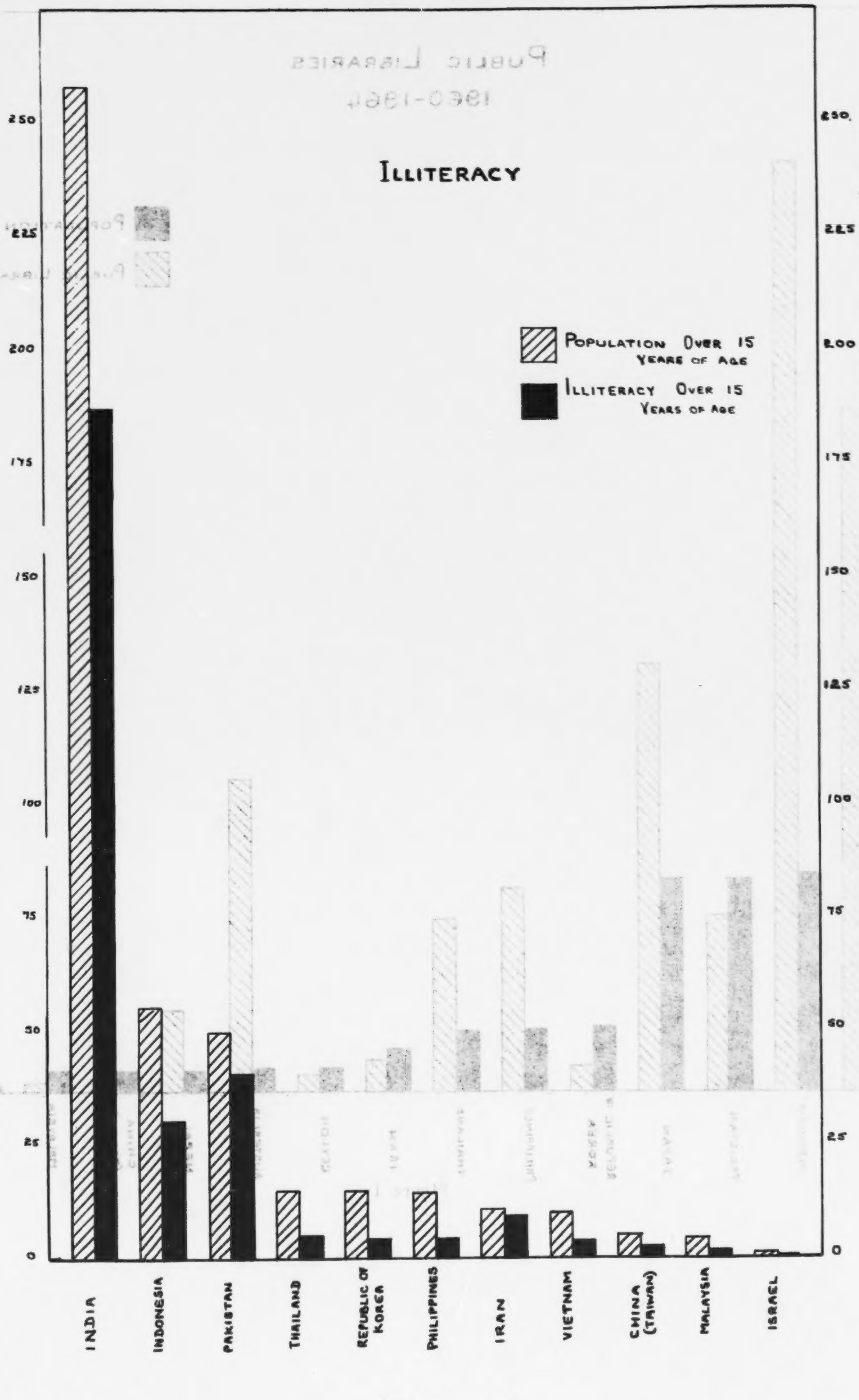


Figure 1

30-B

SOURCE: U.N. STATISTICAL YEARBOOK, 1964



1" = 25,000,000

Figure 2

36-c

SOURCE: UNESCO YEARBOOK

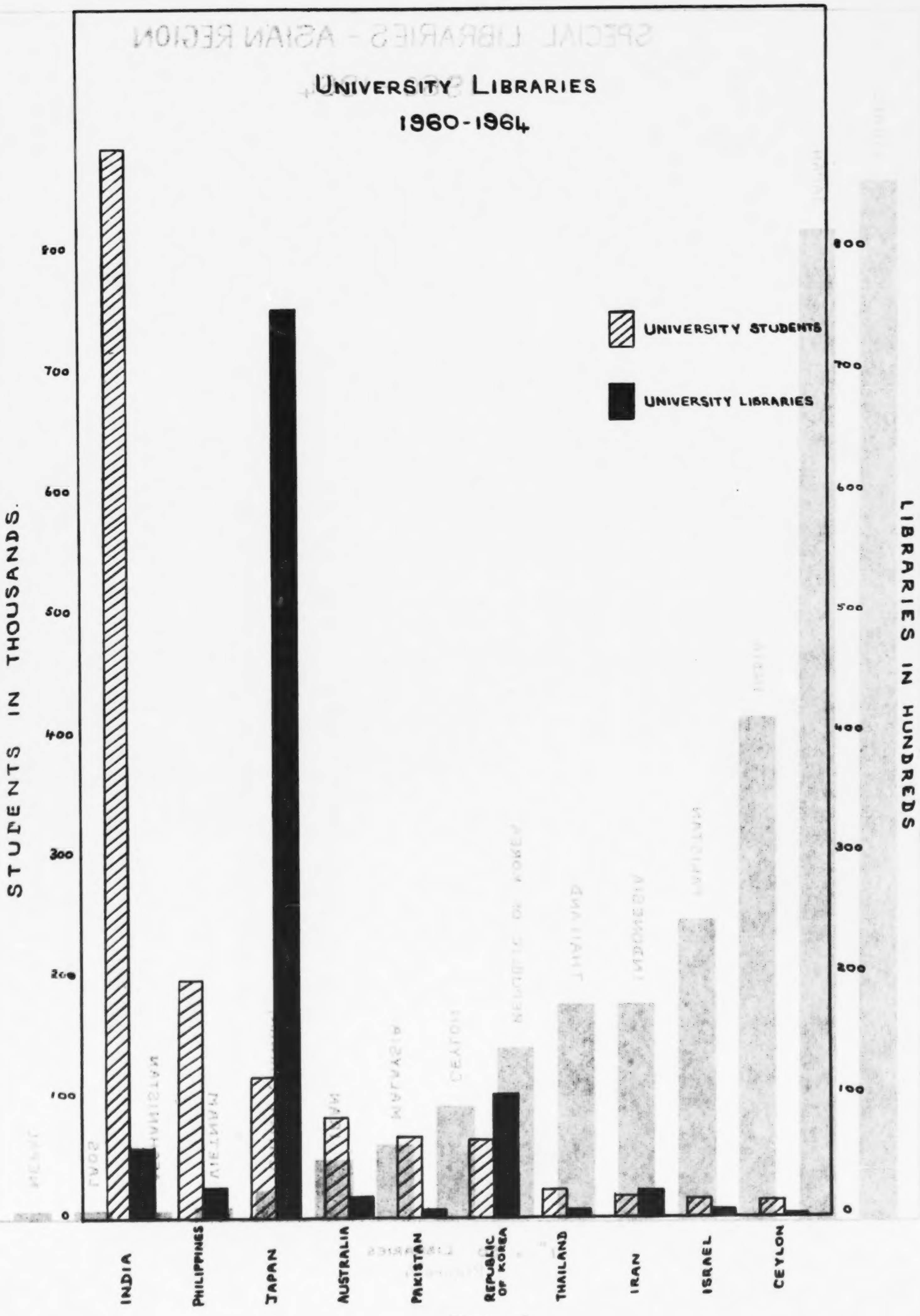


Figure 3

34D

SOURCE: UNESCO YEARBOOK

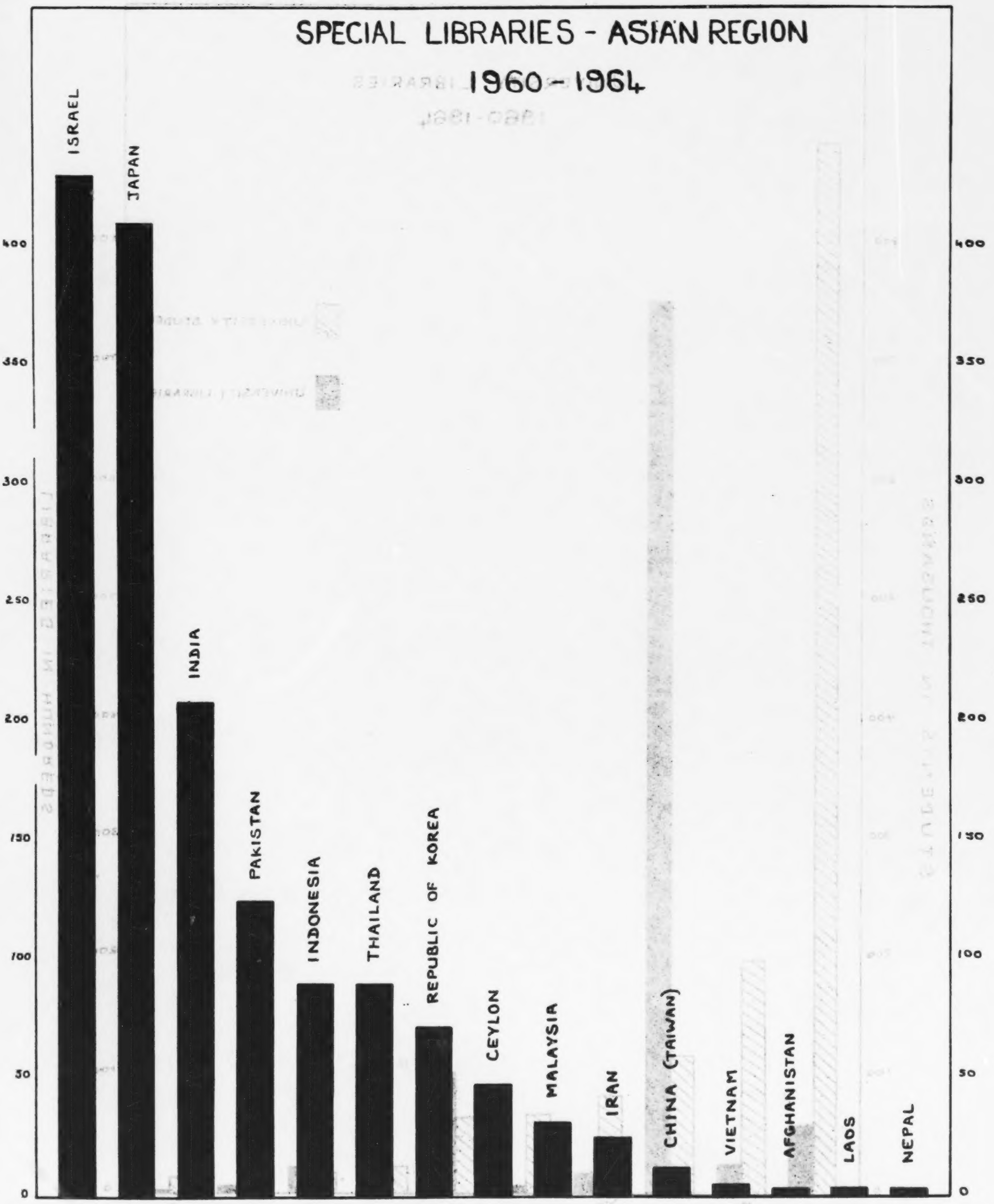

SPECIAL LIBRARIES - ASIAN REGION 1960-1964

Figure 4

TABLE I

Country	Area (km)	Census Year	Population	National Income: Mills.of currency units	Year	Currency
Afghanistan	647,497	-	12,000,000			
Australia	7,686,810	1961	10,508,186	15,739	1964	A. Dollar
Burma	678,003	1964	24,229,000	6,916	1963	Kyat
Cambodia	181,035	1962	5,740,115	21.4	1963	Ricls
Ceylon	65,610	1963	10,624,507	6,588.5	1964	Rupee
China (Taiwan)	35,961	1956	9,367,661	85,265	1964	N.T.Dollar
India	3,046,232	1961	435,511,606	172	1963	Rupee
Indonesia	1,491,564	1961	96,318,829	202.9	1959	Rupiah
Iran	1,648,000	1956	18,954,704	327.2	1963	Rials
Israel	20,700	1965	2,183,332	7,074	1964	Pound
Japan	369,661	1960	93,418,501	20,047	1964	Yen
Korea	98,431	1965	27,132,176	52,948	1964	Won
Laos	236,800	1953	1,260,000	-		
Malaysia		1964	9,136,641	5,423	1964	M.Dollar
Mongolia	1,535,000	1963	1,018,800			
Nepal	140,797	1961	9,387,661			
New Zealand	268,676	1961	2,414,984	1,511	1964	Pound
Pakistan	946,716	1961	93,831,982	37.9	1963	Rupee
Philippines	300,000	1960	27,087,685	16,019	1964	Peso
Singapore	581	1957	1,445,929			
Thailand	514,000	1960	26,257,916	57,863	1963	Bant
Viet-Nam	329,556	1960	15,916,955	94.2	1964	Piastres

Source:

1.2.3. United Nations Demographic Yearbook 1964. p.100-103.
4.5. United Nations Yearbook of National Accounts Statistics 1965. p.427-445.

TABLE II

Country	Number of schools	Number of students	Year
Afghanistan	1,740	310,185	1962
Australia	9,535	2,379,086	1961
Burma	14,472	1,928,157	1961
Cambodia	3,827	556,118	1962
Ceylon	8,444	2,338,236	1961
China (Taiwan)	3,084	2,685,139	1962
India	405,758	46,290,220	1960
Indonesia	48,892	10,713,150	1961
Iran	12,422	1,904,777	1961
Israel	4,381	600,101	1961
Japan	56,609	24,374,412	1962
Korea	7,654	5,240,623	1962
Laos	2,265	127,101	1962
Malaysia	7,810	1,609,953	1963
Mongolia	444	120,590	1961
Nepal	3,787	219,703	1961
New Zealand	3,667	669,550	1963
Pakistan	54,226	6,713,817	1960
Philippines	33,620	5,145,140	1960
Singapore	608	387,420	1961
Thailand	31,083	4,657,815	1962
Viet-Nam	6,853	1,627,311	1961

Source: United Nations Statistical Yearbook, 1964, p. 672-688.

APPENDIX

Data on countries (replies to questionnaires)

AUSTRALIA:

I. Library schools

1. National Library Training School, Canberra, established 1946.
2. State Library of Victoria, Melbourne, established 1948.
3. School of Librarianship, University of New South Wales, Kensington, established 1960.
4. N.S.W. Department of Technical Education, Sydney, established 1965.
5. Department of Librarianship, Royal Melbourne Institute of Technology, Melbourne, established 1963.

Certificates awarded - recognition by the State

1 & 2. Prepare students for the Registration Examination of the L.A.A.
3. Diploma in Librarianship; Master's degree in Librarianship.
4. A qualification of the N.S.W. Department of Technical Education.
5. Associate Diploma of the Royal Melbourne Institute of Technology.

Certificates are all recognized.

Entrance requirements

Schools: 1.2.4.5. - Matriculation
School: 3. - Approved university degree

Teachers

Full-time teachers are university graduates with professional qualifications.

Schools 3 and 4 have 3 full-time teachers each.
5 has 4.

Students

258 - Dip. Lib.ship., & 2 M.Lib.ship. have graduated from school 3.
23 students from school 5.

Textbooks and teaching material

Main gap is in material relating to Australia.

II. Short or accelerated courses: nil

III. Refresher courses: nil

IV. Training abroad: Approximately 10 trained abroad - in the U.S.A.

V. **Legislation**: State of Victoria has Library Act.

VI. **Positions available**: Over 1,032 professionally qualified librarians working at present.

VII. **Status**: Librarianship does not have a status equal to the medical or legal profession. Social status that of a school-teacher. Salaries too comparable with teachers, slightly lower rather than higher.

VIII. **Associations**:

One National Association and a State Association in Victoria. Three States have school library associations.

Many are members of trade unions, but no single trade union for librarians.

CEYLON:

I. **Library schools**

Department of Librarian, University of Ceylon, Peradeniya, 1961-1962; 1962-1963; 1964-1965.

Certificates awarded

Diploma in librarianship - recognized by State.

Entrance requirements

Approved university degree - B.A., or B.Sc.

Teachers

Part-time teachers working in the university library.
They all have a post-graduate qualification in librarianship.
In 1963-1964, a Fulbright Professor in Librarianship organized the course.

Students

10 students have obtained the Diploma in Librarianship to date.

Textbooks and teaching material

Need for textbooks, glossaries, etc., in Sinhala and Tamil.
No audio-visual aids.

II. **Short or accelerated courses**

1961-1967: part-time courses conducted by the Ceylon Library Association, leading to the First Examination in Librarianship.
1961-1966: two sets of six-month courses.

Since 1967 - 9 months course in English and Sinhala (First vernacular course).
88 have completed the First Examination course.
4 have completed the Intermediate Examination.
Final examination classes not held as yet.

III. **Refresher courses:** nil

IV. **Training abroad:** 27 librarians have received professional training abroad. Of this number 5 have qualified in the U.S.A., 2 in Australia, 3 in Canada and 17 in the U.K.

V. **Legislation:** No legislation as yet.

VI. **Positions available:** Over 70 trained librarians are working at present.

VII. **Status:** University librarians, the staff class grades of the Colombo Public Library, and special librarians attached to research institutions enjoy a professional status, though not on par with medical and legal professions. Other librarians, like school librarians, are categorized as clerks.

VIII. **Salaries:** Not in relation to qualifications.
Minimum: Rs.195 per month.
Maximum: Rs.1,500 per month (approximate figures).

IX. **Associations:**

A national association - The Ceylon Library Association, receives a grant from the Ministry of Cultural Affairs. One regional library association, local government library association, and one government library association.

INDIA:

I. Library schools

1.	Benares Hindu University, established		1942.
2.	Bombay University, Bombay, established		1943
3.	Burdwan University, Burdwan,	"	1965
4.	Delhi University, Delhi	"	1947
5.	Kerala University, Trivandrum	"	1961
6.	Karnatak University, Dharwar	"	1962
7.	Madras University, Madras	"	1937
8.	Mysore University, Mysore	"	1965
9.	Poona University, Poona	"	1958
10.	Osmania University, Hyderabad	"	1958
11.	Rajasthan University, Jaipur	"	1960
12.	Vikram University, Ujjavi	"	1957
13.	Calcutta University, Calcutta		
14.	Gauhati University, Gauhati	"	1966
15.	M.S. University of Baroda	"	(Gujarat)
16.	Nagpur University, Nagpur	"	(Maharashtra)
17.	S.N.D.T. Women's University, Bombay		(Maharashtra)
18.	Jabbalpur University, Jabbalpur		(Madhya Pradesh)

19. Jivaji University, Gwalior (Madhya Pradesh)
20. Punjab University, Chandigarh
21. Aligarh University, Aligarh (U.P.)
22. Jadarpore University, Jadarpore (West Bengal)
23. Andhra University, Waltaire (Andhra Pradesh)

Certificates awarded

All the above schools offer a one-year course to university graduates and award a Bachelor's degree in library science. The schools at Delhi and Benares offer a Master's degree one year after the Bachelor's. The University of Delhi offers a Doctorate course.

Teachers

About 100 full-time teachers employed in the university and government schools. Teachers should hold a good Master's degree, and a Bachelor's or Master's degree in library science.

Students

Approximately 2,565 persons have been trained up to 31 March 1966.

Ph.D	1
M.Lib.Sc.	125
B.Lib.Sc.	710
Cert.Lib.Sc.	1,606
Documentation	23

Textbooks and teaching material

The medium of instruction is English. Shortage of textbooks in Indian languages. Good number of textbooks in English, written by Indian librarians.

II. Short courses

1. Four university schools of Aligarh, Rajasthan, Vikram and Andhra Pradesh offer a certificate course, of 4-6 months, to high school graduates.

2. National Council of Educational Research and Training (Government sponsored) organizes short courses for school librarians - certificates awarded.

III. Refresher courses

Not a common practice for library schools to hold refresher courses.

IV. Training abroad

Facilities for training of librarians in India are quite adequate. At present only about 24 foreign qualified librarians out of 2,565 in India. About 300 have studied the working of libraries abroad under various exchange programmes.

V. **Legislation**

Only 3 out of 17 States and 10 Union Territories have enacted library legislation. The other States are being persuaded by the Union Government to legislate on similar lines.

VI. **Positions available**

Needs of national, university, college, public and special libraries are being met by librarians qualified at the university library schools. The output of certificate holders will have to be stepped up four-fold during the next ten years, as more secondary schools are appointing full-time librarians.

VII. **Status and salaries**

Teachers in library schools and librarians at the university libraries are placed on par with the faculty staff. In colleges and schools, librarians have not yet been accorded the salary and status of teachers. Salaries of public librarians are very low.

VIII. **Associations**

1. At national level:
   (a) Indian Library Association
   (b) Indian Association of Special Libraries and Information Centres.
2. 18 library associations at State level.

IRAN:

I. **Library schools**

1. Department of Library Science - University of Teheran.

Certificates

Master's degree in Library Science recognized by the University of Teheran.

Entrance requirements

Bachelor's degree and a good knowledge of English.

Teachers

Director and one teacher supplied by Fulbright Grant. Both have M.S. degree in Library Science and teaching experience.
Full-time teachers.
Four Iranian assistant teachers have Bachelor's degree in Library Science - from abroad.

Students

20 students enrolled for course.

Textbooks and teaching material

All teaching aids will be on hand by September 1967.
Excellent audio-visual material at hand.

II. Short or accelerated courses: Nil

III. Refresher courses

A weekly course was given October to May 1965-1966, to those employed in the university library.
The two courses offered were technical services and cataloguing and classification.
Approximately 20 students completed the course.

IV. Training abroad

About 20 persons trained abroad.
(U.K. - 3; Germany - 2; Switzerland - 2; France - 2; Lebanon - 8; Australia - 1; United States of America - 7.)

V. Legislation

Legislative Committee of the Iranian Library Association working on proposed legislation.

VI. Positions available

About 10 with professional status and approximately 300 without professional status working at present. The shortage of trained librarians is acute.
About 200 will be needed in the next 10 years - 20 p.a.

VII. Status

No professional status as yet: but working hard to attain it. Their social position depends on family background - as librarians they are considered as clerks.

VIII. Salaries

Little relationship to qualification.

IX. Associations

The Iranian Library Association established 1966; fully recognized by government.
No Trade Unions.

ISRAEL:

I. Library schools

Graduate Library School of the Hebrew University, established 1956. 1963 recognized by Unesco as an associated library project.

Certificates

Qualified Academic Librarian; recognized by the State.

Entrance requirements

Approved university degree.

Teachers

Part-time teachers 18 in number, fully qualified academic librarians with teaching experience.

Students

35 have graduated from inception to date.

Textbooks and teaching material

Professional literature in Hebrew is lacking in many subjects.
Need for audio-visual material.

II. Short or special courses

1. Library Division - Ministry of Education - arranges courses for librarians according to the requirements of the Israel Library Association, at Jerusalem, Haifa and Lod.
2. Course in Special Librarianship established in 1958 at the Technion Research and Development Foundation, Tel Aviv.
   No certificates awarded, but prepares students for examinations of the Israel Library Association, which is the only examining body recognized by the State.
3. General Federation of Labour in Israel, also conducts short courses.
4. Library Association, Tel Aviv Branch.

III. Refresher courses

By the Centre of Scientific and Technological Information for senior practising personnel of special libraries and in co-ordinated indexing with punched cards.

IV. Training abroad:

1962-1966 - about 15 trained in the U.S.A., U.K. and Denmark.

V. Legislation: No library law

VI. Positions available: Shortage of qualified librarians.

VII. Status

Social standing of the academic librarian considered equal to that of the high school teacher. Lower than the academic staff of universities.

VIII. Salary

Academic staff paid according to a special grading parallel to that of engineers, economists, statisticians. Non-academic staff paid on a special scale according to the rates of pay for administrative workers.

IX. Associations

(a) Israel Library Association
(b) Various others - Israel Society of Special Libraries, and information centres, archivist association, etc.

Most librarians are members of a trade union.

JAPAN:

I. Library schools

National Junior College for Librarianship, established 1964 - part of the N.J.C.

Certificates awarded - recognition by State

Librarian's Certificate. Authorized by Library Law,
Chap. 1. 5-2.

Entrance requirements

2 year course - graduates of high school.
1 year course - graduates of junior colleges.

Teachers

Basic degree with post-graduate professional qualifications.
9 full-time teachers.
Lack of qualified teachers in classification, cataloguing and documentation.

Students: 1964-1966

One year course - 116
Two year course - 125

Textbooks and teaching material

The gaps which existed a few years ago have now been filled by a recent accelerated publication of Japanese books relating to various aspects of librarianship.

II. Short or accelerated courses: nil

III. Refresher courses: nil

KOREA:

I. Library schools

1. Dept. of Library Science, Yonsei University, 1957
2. Dept. of Library Science, Graduate School of Yonsei University, 1957
3. Dept. of Library Science, Ewha Women's University 1959
4. -do- Graduate School of Ewha Women's University 1959
5. -do- Chung-Ang University, 1963
6. -do- Sung Kyun Kwan University, 1964.

Certificates awarded

B.A., and M.A. degrees, recognized by the Ministry of Education.

Entrance requirements

A graduate of a 6-year high school degree or equivalent for B.A. degree in librarianship.

Publications

Bulletin of the Library Science Society, annually since 1965.

Teachers

Full-time and part-time instructors.

Students: 17 M.A. in Library Science.

II. Short or accelerated courses

Several such courses.

III. Refresher courses: 8 week courses and workshop courses and for teachers.

IV. Training abroad: 20. 19 trained in the U.S.A.

V. Positions available: About 2,000 positions available at present. Shortage of 2,000-3,000. Acute shortage in field of technology and industry.

VI. Salary: $120 maximum - minimum $40.

NEPAL:

I. Library schools: nil

II. Short courses: nil

III. Refresher courses: nil

IV. Training abroad: Seven trained abroad.
2 in the U.S.A., 5 in India.

V. Positions available: 7 professionals working; 6 unqualified librarians working. Shortage not felt.

VI. Social status and salary: Same status as teachers. Salary - Rs. 5,700 to Rs. 10,800.

VII. Associations: nil

PAKISTAN (EAST):

I. Library schools

1. East Pakistan Library Association - School functioning at the Dacca University; established 1958.
2. Dacca University School of Librarianship; established 1958.

Certificates: Certificate Course by School 1.
Diploma in Librarianship) School 2
M.A. in Librarianship)

All recognized by State.

Entrance requirements

1. For Certificate Course - Intermediate Examination, relaxable in the case of working librarians having Matriculation certificate.

2. For Diploma Course - recognized degree.

3. M.A. degree - recognized degree plus diploma in librarianship.

Teachers

All teachers have professional degrees in librarianship. No full-time teachers.

Students - 1958-1966

Total number having completed	Certificate Course	-	87
-do-	Diploma Course	-	112
-do-	M.A. in Library Science	-	49

Textbooks and teaching material

Dearth of textbooks and reference books, specially in Bengali.
Urgent need for audio-visual materials.

II. Short or accelerated courses: nil

III. Refresher courses: nil

IV. Training abroad: 1958-1967

Scholarships - 9 (U.S.A. 7, Canada 1, U.K. 1)
Fellowships - 1 (Australia)
Internships - 8 (U.K. 7, U.S.A. 1)
Bursaries - 3 (U.K. 2, U.S.A. 1)
Assistantships - 2 (U.S.A.)

V. Legislation: Urgent consideration being given at present.

VI. Positions available

About 200 professionally qualified librarians working at present. Acute shortage of professional librarians. About 1,000 professionals needed in the next ten years. Annual demand of 100.

VII. Status

In university, public and research institutions, librarians have a status equal to other recognized professions. Not so at college level, though some headway is being made.

VIII. Salaries: Minimum Rs. 1,320 p.a.
Maximum Rs.15,000 p.a.

IX. Associations: Provincial and national associations. No trade unions.

SINGAPORE:

I. Library schools: nil

II. Short or accelerated courses

Several short courses ranging from 6 months to one year have been conducted by the Library Association and the National Library. The Library Association courses are for members, the objects of the course being to cover various sections of the syllabus for Part I and Part II Examination of the British Library Association.

The National Library courses are also revision courses for British examination and are for the staff of the National Library.

About 10 such courses have been conducted since 1962.

III. Refresher courses: nil

IV. Training abroad

About 66 librarians have been trained abroad, in the U.S.A., U.K., Canada, New Zealand and Australia.

V. Legislation

The Raffles National Library has been established by Ordinance No. 31 of 1957.

VI. Positions available

1966 - 113 professional posts of which 47 are filled by professionally qualified librarians, 49 by unqualified librarians.
By 1970, 225 qualified librarians will be needed.

VII. Status

No professional status. Social position compares favourably with that of teachers and social workers.

VIII. Salary

Higher library salary scales range from $8,280 to $11,160 p.a. (basic).

IX. Associations

Most librarians are members of the Library Association of Singapore and one other overseas library association.
(Malaysia, Great Britain, U.S.A. etc.)

Some are members of the Amalgamated Union of Public Employees.

VIET-NAM:

I. Library schools: nil

II. Short courses: nil

III. Refresher courses: for working librarians at the National Library and Archives.

IV. Students: 32 have followed the above course.

V. Legislation: currently under consideration.

VI. Associations: nil

4. LIBRARY DEVELOPMENT IN RELATION TO THE ASIAN BOOK DEVELOPMENT PROGRAMME

A meeting on book production and distribution in Asia was held at Tokyo from 25 to 31 May 1966 and was attended by 38 experts from 20 countries, as well as by observers from a number of Member States and from international organizations.

They adopted a report which presented a book development programme for the region. The whole of this report, and of the key working paper, is available to the Colombo meeting in a Unesco publication entitled "Book Development in Asia".

Essentially, the experts said that "an integrated plan for library development should be adopted by each country as a part of its programme for social and economic development", while Unesco could "assist in the drawing up of long-term targets for library development in Asia". Without this, the experts felt, "there could be no orderly development through established priorities" toward attainment of the targets drawn up by the Tokyo meeting for the increased supply of books in Asia up to 1980.

The present meeting may therefore wish to have before it the targets arrived at by the experts at Tokyo which they envisage would entail an expansion of all facilities, including libraries, for the distribution of books.

Book situation in Asia

In order to set these targets, the meeting had reviewed the situation of book supply in the region. The most recent data available, for 1964, showed that the 18 developing countries of Asia - with 28 per cent of the world's population - were producing about 7.3 per cent of the world's total of book titles, and 2.6 per cent of the world's total number of copies of books. Textbooks represented about half the total book supply. Only 10.6 per cent of the region's production of book titles dealt with pure or applied sciences, and Asian books, in general, were not adapted to development needs. One quarter of the region's book supply was imported.

These figures suggested that the region's book supply did not exceed the equivalent of two 16-page book sections per person per year - that is, 32 book pages.

There existed, as a result, two acute book gaps.

The first was an international gap. Book consumption in Asia was no more than one-thirtieth to one-sixtieth of that in the highly industrialized nations.

The second was the even more serious gap within the Asian developing countries themselves between book needs and book supply. This shortage was most serious with regard to textbooks, the supply of which was estimated at one 16-page book section per person per year, as compared with 48 pages needed. The supply of textbooks was therefore only one-third of requirements.

Book development targets

The meeting believed that two tentative targets might be envisaged for the development of book supplies in the region, pending further study. The first would apply to books for education, including literacy training, where the aim would be to increase the annual per capita supply of books from an estimated level of 16 pages per person per year, to 80 pages per person per year by 1980. The objective would be to reach this target at the earliest date, and, if possible, by 1970.

A further, higher target would take account not only of educational book needs, but of a concurrent increase in general publishing. Achievement of the objectives of the Asian Education Model, including the eradication of illiteracy, would entail a considerable expansion in the per capita annual supply of general books. This supply might tentatively be expected by 1980 to reach a level of 80 pages per person per year, that is, the same level as that foreseen for educational publishing. Thus, the provisional minimum 1980 target for the supply of all books might be tentatively estimated at a total of 160 pages per person per year.

In order to attain these goals, there would have to be an expansion of book supply of at least 12.5 per cent annually, on an average, in the region as a whole. It must be emphasized that these were regional goals, and they would require adaptation according to the needs and possibilities of each country.

Regarding the concrete measures that would be required to set national book targets, the experts felt the task would be facilitated by the establishment of planning machinery, such as national book councils or trusts, broadly representative of all sections of the book industry, including libraries, with governmental participation. Additionally, taking into account the particular importance of increasing the supply of educational books, the meeting recommended the setting up of national textbook institutes.

All of this implied a major expansion of financial resources. The meeting suggested that long-term low interest loans could be sought from national development banks and through the International Bank for Reconstruction and Development. Improved credit facilities for recurring expenditure might also be sought from commercial banks, as well as State institutions specialized in short-term credit.

Finally, the experts believed that bilateral aid programmes were an important factor in dealing with the problems involved in book development.

Libraries

Throughout the deliberations, emphasis was placed on the significant rôle that libraries could play in creating a base for the entire book industry. Accordingly, the meeting gave strong support to a list of recommendations to stimulate the expansion and multiplication of libraries throughout the region.

1. First of all, the experts urged that each country adopt an integrated plan for library development as part of its programme for social and economic development.

2. The experts also suggested that a survey should be undertaken by each country of the services currently offered by different types of libraries. This should be done before the formulation of a national plan.

3. Minimum standards of service should be established for the various kinds of libraries, such as national, university, school and public.

4. Legislation to facilitate the development of libraries should be adopted where necessary, with provision made to assure adequate financing by local, regional and national authorities.

5. Facilities for study in library science should be available in each country or group of countries. The experts pointed out the acute need for fully-trained professional staff to provide leadership for development plans and the necessity for special courses to prepare teachers and others to oversee school and rural libraries.

6. To conserve limited financial resources, co-operative book purchasing for libraries should be explored and a centralized system for processing library materials should be used where feasible. In addition, inter-library loans should be practised widely to avoid duplication of seldom-used materials.

7. Library associations should be consulted by governments and be represented in government-sponsored organizations interested in library development and book production.

8. All restrictions on the use of library services, such as cash deposits, subscription charges and closed access should be removed.

9. Librarians should not be held responsible for any losses incurred in the book collection. These should be treated as part of the cost of service.

10. Book selection tools such as national bibliographies and publishers' catalogues should be issued regularly.

11. Information and documentation services to special groups in the community, such as industrialists and business men, might be provided.

12. Foreign exchange should be made available more liberally for the purchase of books, periodicals and library equipment.

13. Programmes promoting literacy and cultural activities should form an integral part of library service.

14. An organization should be established in each country to provide a common platform for the exchange of ideas and experience among writers, illustrators, printers, binders, publishers, booksellers and librarians.

15. Writers and publishers should keep in touch with librarians to learn the expressed and potential demand for reading materials.

16. Expert guidance should be available for the planning and implementation of development schemes to ensure the wiser use of public funds in such matters as library buildings.

17. Teaching methods in Asian schools should be reviewed to increase the emphasis on reading assignments, seminars and tutorial classes, since the widely employed lecture method did not demand enough individual reading of the student.

The experts agreed that the following five areas were of particular importance and should receive priority attention:

(1) planning for library development;
(2) legislative action;
(3) training in librarianship;
(4) library service for children, which should be a first objective; and
(5) library service to rural areas, which was of great importance considering the vast rural population of many Asian countries.

On this last point, it was recognized that the problems of transport and the provision of well-staffed and well-stocked central supply points had first to be solved. It was felt that at the earliest possible date, book mobile deposit box systems and other methods should be introduced to serve the new reading public.

Sequel to Tokyo meeting

These plans worked out at Tokyo galvanized a great deal of action, particularly for the establishment of book development boards. On the basis of informal information received by the Secretariat, the following picture begins to emerge:

A number of countries, such as India, have set up National Book Development Councils, as had been recommended by the meeting. Others are also in the process of setting up central planning organizations, with the participation of all elements of the book trade, including librarians.

In certain countries, such as Malaysia and Singapore, for example, national meetings on book development were held as a follow up to the Tokyo meeting to draw up plans for long-term programmes.

In accordance with one of the major recommendations of the meeting dealing with the need for the establishment of a regional centre for training and research in the graphic arts, Japan has taken steps to set up such a centre. In addition, at the end of 1967, a training course was to be held in Japan for participants from each of the 18 developing countries in the region.

International measures

On an international level, Unesco approached the Economic Commission for Asia and the Far East, as had been recommended by the Tokyo meeting, and, as a result, ECAFE's Committee on Industry and Natural Resources urged the establishment of an Inter-Secretariat Working Group on Book Development. It is hoped to associate the Food and Agriculture Organization with the working group.

At Unesco's suggestion, the International Bank for Reconstruction and Development has drawn the attention of the Tokyo report, which recommended long-term, low-interest loans, to national development banks in a number of Asian countries. Unesco has also written to these banks and has received answers from institutions in Iran, India, Pakistan and the Philippines which indicate their readiness to entertain requests for loans for national publishing and printing enterprises.

In close co-operation with Unesco, Unicef is considering measures to assist textbook production in India, Ceylon, Indonesia and Pakistan.

The possibility of stimulating bilateral aid is also being pursued. A number of countries have indicated their intention to consider carefully such possibilities and expressed their desire to integrate such aid as far as possible with Unesco's programme for book development.

Future action

From all of these developments, it becomes evident that the Tokyo meeting has stimulated significant action to attain the goals set forth in its report. In view of the far-reaching implications of the book development programme and the rapidly evolving pattern of the book industry in the region, a further meeting of Asian book planners is foreseen for the Autumn of 1968. The purpose of that meeting will be to provide an opportunity for comparison of national book development plans and to set goals for the future. As it is expected that the meeting will be concerned with planning for both production and distribution, it would no doubt be helpful for it to be able to take account of the conclusion of the Colombo meeting on a library development programme for Asia.

5. THE USE OF AUDIO-VISUAL MATERIALS BY PUBLIC LIBRARIES IN ASIA

Libraries all over the world have traditionally been concerned with the communication of ideas and words for as long as we have recorded history. Most of the libraries have however been concerned only with the printed word and the introduction and use of audio-visual materials in such public institutions, is to this day, a comparatively new venture even among western countries where a little over a decade ago audio-visual materials as an integrated part of a public libraries service had its origin in the U.S.A.

Though this paper is primarily concerned with the application and use of audio-visual materials by public libraries in Asia, it is based upon limited knowledge of the subject in this particular hemisphere. It starts with the assumption that such a service in Asian countries has not been adopted to any extent, and that efforts should be made to rectify this deficiency.

For the reader to obtain an orientation on the subject, it would be best to review its background and its course of development in the U.S.A. It is not suggested that an identical system should or could be transplanted to Asian countries but recognition must be given to the pioneer work and development the U.S. has been responsible for in this field and the part it has played in aiding citizens acquire better and more graphic information and knowledge in contrast to the more passive, cultural and educational rôle that was the main function of the library of the Nineteenth century.

From the earliest audio-visual activities of the American Library Association, there have been efforts to bring the public library and films together. In the first recorded discussions it was a relationship with the Hollywood film product and books that received emphasis. Later the case for distribution of a 16 mm. film service in public libraries was made by John Grieson, pioneer British film producer, and reiterated in other documentation covering the subject of motion pictures in adult education. It was cautioned however against attempting this service without additional financial assistance and without changing the library's traditionally passive rôle as custodian.

The first significant and still valuable study of this subject was conducted by the American Library Association through a Rockefeller Foundation grant in 1940. It gave the direction and sufficient background information in its detailed appendices so that any library that wanted to begin... could begin. One of the great values in this report was the broad outline it gave on the new rôle of library education whereby the education and experience of librarians in the usual library processes can be carried over into films and other audio-visual materials.

During the war years that followed, other studies were made that increased the activity and growth of audio-visual programmes in public libraries. This culminated in the preparation of a proposal for a film advisory service at the American Library Association. In 1947, a grant to support such a service was made by the Carnegie Corporation. This was to be a demonstration that public libraries as community agencies of education can contribute substantially to the local availability of films as well as the more traditionally accepted educational material - books. The work of the film adviser, over the four-year period of this grant divided itself into two distinct parts. In the first two years work was largely conducted with individual libraries on the development of their programmes advising on personnel, budget, minimum equipment, and what films to buy first. In the second two years two successful demonstrations of film circuits were brought into existence which had a profound influence on the American library system. Other circuits on co-operative arrangements were also organized elsewhere in the country. From this developed at least four patterns of film circuit organizations: (1) those administered by a state agency; (2) those administered by a large library in the area; (3) those administered by a university and (4) those in which the member libraries, being of the same relative size, administer jointly.

During a four-year programme there were many special film workshops conducted for librarians. At these workshops experiences were exchanged and critical evaluation and selection of film material were emphasized. At this time, the gathering of film statistics was begun and had continued to this present day. For example, during a one-month period in 1953, 33.358 16 mm. films were shown to 2,989,124 people through public libraries. After numerous discussions in which the American Library Film Adviser was involved, there came into existence and there are now available the Library of Congress cards for films, filmstrips and recordings.

After a careful examination of the 16 mm. film field in public libraries in 1949, it was found profoundly evident that the public library has unique advantages as a centre for film circulation to adults and that the use of film for education and culture is a special challenge to public libraries for the following reasons:

1. Film exemplifies the obligations of the public library to deal with all inherently useful educational materials. The ability of the public library to work out ways to meet this obligation bears directly on the future growth and strength of the library as an institution.

2. Film services tend to attract the co-operation, support and interest of the community; their existence in the library generally goes hand in hand with widespread library activities of many kinds in the community.

3. Films serve groups as well as individuals, and thus help broaden the influence of the public library.

4. The establishment of a network of film circulating public libraries and projector loan services may well influence film production by raising the quality of sponsored films and by increasing the public service aspect of non-theatrical films in general. A wider market for good films will call forth more such films.

5. The movement to establish circulating film collections in public libraries contains the seed of many new and significant educational activities such as film forums, international understanding through films, film festivals. Film collections are a beginning from which can come an unexpected variety of community activities.

In an attempt to evaluate its work in the audio-visual field, the American Library Association conducted a survey in 1960 among a cross section of U.S. libraries throughout the country who had adopted audio-visual materials as part of their service.

Here are some quotations from the free comments on the questionnaire regarding the respondence observations of audio-visual materials in public libraries.

All segments of community - churches, civic and study clubs, schools, colleges, business firms are using visual aids as educational media. Displays and exhibits both inside and outside of library buildings have stimulated community and individual interests in a wider variety of subjects.

Children: Filmstrips are very much liked for picture book hours, or story hours for the smallest children. Films used to encourage reading in new subjects, to lend variety to story hours, to attract youngsters who are not yet familiar with the library, to provide a visual background for books about distant places.

Young people: Films used to attract new literates, to introduce new subject interest, to encourage discussion of questions of interest to adolescents.

Audio-visual materials have proved to be an excellent medium for introducing the library and its resources to individuals, members of groups and adult education agencies. They have proved invaluable for starting discussion and... have been used effectively in leadership training programmes.

Filmstrips: This important field is widely used in the community for religious education by various churches and religious bodies. Collection and distribution of good filmstrips together with recorded comment is a natural for a public library service and should be developed. Records are used by non-readers as well as readers, and by all ages. Use of a listening room in the library is active. It would also be desirable to have an auditorium for programmes.

Motion pictures, filmstrips and slides have a variety of applications in our programme. All three media, especially the 16 mm. film, have been used effectively and intelligently in conjunction with discussion programmes, lectures, books, talks and reviews, film workshops, children story hours, programme planning conferences, regional film services, etc... (Since these types of informational media deal with the real rather than the fiction all have contributed in some degree to the process of learning.) How? : (1) by arousing interest in the subject; (2) by providing information which is easily retained; (3) by developing and changing attitudes; (4) by providing a visual concept of things outside the range of experiences; (5) by helping mould and formulate public opinion, etc...

Visual materials are especially useful with groups of low reading capacity. They offer new approaches in several aspects of group work, both where the library has an active educational programme going beyond books, and where it wishes to offer special facilities to organizations of the community.

Utilization falls into two categories - the use of audio-visual materials by the library for public relations purposes, and utilization for programming by community groups. Under the first comes any library sponsored programme which uses audio-visual materials whether within or without the library. Community groups seem most anxious to use these materials, especially films and recordings when they are made aware that such materials are available.

Only the surface has been scratched as far as the possibilities of audio-visual materials in library services are concerned. The community response to the audio-visual service has been tremendous and the service continues to expand and grow. A gross default will face the library profession unless due emphasis and consideration is given to non-printed materials. Public libraries should be devoting at least ten per cent of their budgetsto an audio-visual programme if any balance of materials and services is to be forthcoming.

In another part of the questionnaire the public librarian listed the advantages and disadvantages of audio-visual materials to the library's public. Some of the most frequently listed advantages were: (1) brings new people to the library; (2) has great public relation value; (3) stimulates the use of printed materials; (4) variety and amount of library services offered are increased; and (5) further the libraries cultural impact on its community. The disadvantages most frequently listed were: (1) expensiveness of materials and services; (2) need for maintenance and repair; (3) lack of trained staff; (4) not equipped physically to handle in the library and (5) audio-visual departments have an autonomous tendency.

The use of audio-visual materials in public libraries is a logical development of a well established library adult education service. Such development has occurred as part of the library's own programme service, or as information service for, or as a loan or reference collection to be used by community groups and adult education agencies. In this way, the public library can most readily realize its potential rôle as the communications centre for its constituency.

Moreover, the joint and separate use of printed and audio-visual materials with children and young people should be noted. Recorded story hours and film and filmstrip programmes for children of all ages are a natural outgrowth of successful programming on radio and television. Film based discussion activities have developed by the score. These have found a national place in the library's own programmes for individual as well as autonomous groups in the community. Furthermore, library opinion in the field indicates clearly the desirability of integrating the instruction in audio-visual materials with that of other library materials both on a pre-service and in-service basis.

This then covers the basic beginnings and development of audio-visual materials as an integrated element of the public library service in the U.S. During recent years further studies have been made to the application and use of audio-visual materials to the extent that with very few exceptions all libraries in the U.S. offer an integrated audio-visual service. This trend has also had a widespread acceptance in other western countries as well. Of note is the adoption of integrated audio-visual service in both Canadian and British public libraries. Many European countries are also adopting this integrated service within their public library operations.

The question now is how audio-visual materials and projector loan services can best be introduced and used by public libraries in Asian countries assuming the adoption of audio-visual materials within the activities of such institutions has not been given any important attention. As pointed out by Dr. D.R. Kalia, Director of the Delhi Public Library of India, economic and social development has not followed the same pattern in Asia as in the countries of Western Europe, North America and the USSR. The methods used in these countries are not always applicable to Asia, even though Asian countries can learn much from their experience. Asian countries must first find their own solution and, when necessary, evolve different methods and techniques suited to their own needs.

Assuming also that Asian libraries can and should play an active part in the economic and social progress of the region, this implies taking a broader view of their functions and playing a dynamic rôle in all spheres of development and activity.

For example, the illiterate, who form a large majority of the Asian population, are at present virtually excluded from public library service. But the theory that a library is only for the literate does not hold good in Asian conditions. How can a service which excludes the vast majority of the people enlist popular support and obtain public funds?

Libraries in Asia cannot afford to function only through the printed word; they need to make extensive use of audio-visual aids and should co-operate with audio-visual aid production agencies.

Instead of emphasizing the separateness of book and non-book materials we should concern ourselves with the content and educational purposes of all materials on communication in order to achieve the best learning situation. Experience has now indicated how learning may be promoted by moving towards concretion and away from abstraction. Research in audio-visual education has revealed the profound increase in perceptual learning; and the validity of the following claims regarding audio-visual materials.

1. They supply a concrete basis for conceptual thinking and hence reduce meaningless word-responses of students and public alike.

2. They have a very high degree of interest for students and members of a community.

3. They supply the necessary basis for developmental learning and hence make learning more permanent.

4. They offer a reality of experience which stimulates self activity.

5. They develop a continuity of thought; this is especially true of motion pictures.

6. They contribute to growth of meaning and hence to vocabulary development.

7. They provide experiences not easily secured by other materials and contribute to the efficiency, depth, and variety of learning.

Posters without text have already been used with success in several areas, and as an experiment, the Delhi Public Library has tried to help the illiterate railway porters and cobblers by showing special films followed by discussion. To help build up the interest of the cobblers, demonstration lectures by master craftsmen were organized to show how to fix rubber soles which had recently appeared on the market. It may seem curious to speak of "public library service for the illiterate" but that is what Asia needs.

Can we think of a better way of exploiting knowledge under such circumstances than by audio-visual means?

Libraries all over the world, and those that are in Asian countries are no exception, should not permit themselves to operate without understanding the concept of the information organization as a function of library service, the concept of formal structural patterns of knowledge that are vital to the task of meeting human communication needs.

In order to achieve this, consideration should be given to a programme of research in this field whereby the whole subject of audio-visual services as an integrated part of the Asian library service can be studied in detail with the view to its adaptation as a viable operation. By conducting such a study it is felt that its ultimate outcome and recommendations will introduce another important arm in helping Asian countries solve some of their very real information and communication problems.

PART II

ELEMENTS FOR A LONG-TERM PLAN FOR LIBRARY DEVELOPMENT IN ASIA

The Meeting of Experts should prepare, according to item 6 of the agenda, a long-term plan for library development in Asia. In order to facilitate this task, Part II of this working paper will furnish some background and present some questions which the participants to the meeting may find useful in the formulation of their recommendations. The content of this part of the main working document is as follows:

I. Recommendations made at international conferences, seminars, etc. relating to the objectives, organization and development of school, public, national, university and special libraries.

II. Linkages between various types of libraries and documentation centres within a country and co-operation with other countries in the region and at international level.

III. Structure of national library services and documentation services.

IV. Financing and possibilities of international assistance for development of library and documentation services; minimum standards and priorities.

I. Definition of the main objectives in respect of each type of library

This part of the document gives a selection of the recommendations formulated at various meetings convened by Unesco, at meetings organized by different countries in collaboration with Unesco or meetings organized by other organizations.

A. School libraries

1. American Library Association

In planning the development of school libraries it should be recognized that every child of school age should have access to library materials and services from which he can derive the benefits resulting from extensive reading and exposure to ideas recorded on film and other audio-visual materials. According to the American Library Association the provision of equal educational opportunities for every child which such a programme implies necessitates recognition of the following concepts:

(a) A school library should be an integral part of the school, and library service is essential in the modern educational programme;

(b) The board of education as the governing agency of the school is responsible for providing library service in the school system;

(c) A central library within the school under the direction of a trained librarian should provide the most desirable library opportunity on both the elementary and secondary school levels;

(d) Adequate school library service includes provision for trained library personnel and clerical assistants, organized collections of sufficient and appropriate books; other printed materials and audio-visual aids; adequate library rooms properly equipped, a regular library budget; a library programme which encourages and assists in the use of materials; and a continuing evaluation of the effectiveness of the library services in the school;

(e) Provision for organizing library materials centrally in a school administrative unit provides economical and effective direction for school library development.

2. Cameron Report on Education (Alberta 1959)

(a) That a basic list of library books be devised to include all types desirable in a school;

(b) That minimal and compulsory book quotas be established for schools of various enrolments;

(c) That criteria be established to indicate need for librarians in schools or in school systems;

(d) That all teachers receive instruction in techniques of using the library in their teacher education programme;

(e) That co-ordination of all services be effected under the Department of Education;

(f) That the possibilities of making the school library accessible and of service to the general community be explored.

3. Meeting of Experts on the National Planning of Library Services in Latin America (Quito, 1966) Unesco

Functions of school libraries:

(a) To assist primary and secondary school teachers in their teaching functions;

(b) To help pupils to complete and perfect their school education;

(c) To carry out the task of public libraries in localities where none exist.

4. The Council of the International Federation of Secondary Teachers' Association (FIPESO) (Amsterdam, 1950)

The Council of the International Federation of Secondary Teachers' Association (FIPESO), believing that books are of the first importance, since they provide the material essential to the training of the individual to think for himself and achieve the power of independent judgement, which is one of the chief aims of secondary education and the basis of democracy, unanimously adopted the following resolutions (among others) at its meeting in Amsterdam on 3 August 1950:

(a) All secondary schools should have school libraries suitably housed with adequate reading space. In new buildings special accommodation should be provided exclusively for this purpose.

(b) There should be liberal annual grants from the appropriate education authority (local or national) to ensure the proper maintenance and development of such libraries.

5. Regional Seminar on Library Development in South Asia (Delhi, 1960) Unesco

Children's and school libraries. Library services for children are necessary to supplement the programme for compulsory education and to provide an easy and lasting transition from school libraries to public libraries. They should be considered an integral part of public libraries, and countries of the region should promote the setting up of children's sections in all public libraries, especially in the state, district and city libraries.

School libraries play a vital rôle in education, but are not sufficiently developed in the region. Countries should insist on all schools, especially secondary schools, having libraries satisfying certain uniform minimum standards as a basis for grants-in-aid.

B. Public libraries

1. Council of Europe Colloquy on Public Libraries

(a) Public libraries have a significant rôle to play in connexion both with life-long integrated education and the intelligent use of leisure for the personal development and happiness of the individual and the benefit of the community.

(b) The rate of development of library services in the different countries must depend on many factors and their needs are determined by the regional and local circumstances.

(c) The public library must promote the spread of knowledge, education and culture to all elements of the population, according to their cultural, economic, social and individual needs.

(d) Public libraries should provide all the means necessary for the spread of information and ideas, primarily by making available books and other printed materials and advice as to their use. To do this adequately they must give access to an adequate collection of books and other materials of a comprehensive nature, which will give the reader an opportunity to study any field of knowledge without restriction.

(e) Extension activities undertaken by a library should be for the purpose of encouraging people who do not consider reading as their most important source of education and information, to read books. The concept of extension activities includes cultural activities organized by groups in the premises or with the equipment of the public library, as well as activities organized directly by the library in the interests of the community. Some libraries might themselves be effective cultural centres. All might work in association with other cultural institutions.

(f) As public libraries are mass communication media in much the same way as press, radio, cinema and television etc., co-operation should exist between public libraries and these mass media.

(g) In public library development several principles are involved in current planning:

(i) The establishment of demonstration projects in public libraries which serve as guides for the establishment of new projects. The usefulness of this principle has been adequately demonstrated by the success of Unesco's public library projects which have been established in Enugu, Nigeria, and the New Delhi Public Library in India. The Unesco pilot library at Enugu became the central library of the large network extending its activities over the whole eastern region. The activities of the Delhi Public Library are daily expanding and now cover a much wider region than when the project was originally established.

(ii) It is generally observed that in countries where the public library activities are the responsibility of local bodies such as municipal councils, town councils, etc., there is insufficient expenditure on this facility for various reasons. The principle of "matching local expenditures with State funds" could stimulate the flow of more money into public library development.

(iii) In any event it would be desirable that a central agency be established in each country to co-ordinate public library development. The responsibilities of this agency would depend upon the circumstances existing in the country but the establishment of such a body would certainly ensure that at least the minimum standards are applied in all public libraries in the country.

(iv) It is desirable that wherever possible public library systems should be established on a regional basis. This will help to reduce expenditure and at the same time ensure a more effective service over a larger area.

2. Conference on the Development of Public Library Services in Latin America (São Paulo, 1951) Unesco

The following definition and statement of public library objectives were adopted by the conference:

The public library, a product of modern democracy, and its foremost agent for the integral education of the people, is the institution which conserves and organizes human knowledge in order to place it at the service of the community without distinction of profession, creed, class or race.

Its objectives shall be:

(a) To offer to the public information, books, diverse materials and facilities for the best service of their interests and intellectual requirements.

(b) To stimulate freedom of expression and a constructive critical attitude towards the solution of social problems.

(c) To educate man to participate in a creative manner in community life and to promote a better understanding between individuals, groups and nations.

(d) To extend the activities of the centres of learning, offering new educational possibilities to the people.

The conference agreed that the public library, in order to fulfil its objectives, must enjoy absolute freedom in its task of diffusing culture, and ample autonomy to function.

3. Seminar on the Development of Public Library Services in Africa (Ibadan, 1953) Unesco

(a) The Unesco Public Libraries Manifesto be accepted, in principle, as a statement of the basic policy and purposes on which national public library service should be established in Africa, taking into account the pace of development in Africa.

(b) The professional public librarian should as far as possible adapt the knowledge acquired during professional training to local conditions in Africa and should use all suitable techniques for increasing the use of books and other materials of information.

(c) The preparation of national or regional plans for public library service be preceded by a survey carried out by a commission on which the professional librarian should have the assistance of experts in such related fields as education, the social sciences, ethnology and administration.

(d) The permanence and development of public library service be assured by appropriate legislation.

(e) Control and direction of the national service be vested in an independent or state agency established by the government.

(f) This agency should have the assistance of a national advisory body, set up by the government and representing all interests concerned.

(g) An appropriate division of responsibility be made between the national and the local authority at the earliest practicable stage in any national scheme of public library development.

(h) The national or regional service be maintained from government funds. Opportunity should however be provided for local authority contributions in money or kind to assist or improve the local service.

(i) The national or regional authority should be responsible for the co-ordination of public library services in the territory, and should establish machinery for this purpose. In regions where various types of libraries exist, the national or regional authority should encourage co-ordination to prevent unnecessary duplication of effort.

(j) Governments establishing public library services should set up one unit to serve as a model and as a centre for in-service training of staff for the rest of the system.

4. Seminar on the Development of Public Libraries in Asia (Delhi, 1955) Unesco

(a) Group I - "Development of national Public library services"

(i) The development of adequate organized public library service for all people in Asia on a free and equal basis;

(ii) The enactment of national public library legislation in all Asian countries now without such laws;

(iii) Improvement in library training facilities and in the status and salaries of librarians.

(b) Group II - "Provision and maintenance of elementary reading material for adults

(i) An adequately financed national production centre should be established in each country.

(c) Group III - "Library services for children"

(i) All public libraries should provide services for children;

(ii) Library service for children in schools should be improved in accordance with a definite plan, and such service should be made available to all schoolchildren.

5. Meeting of Experts on the National Planning of Library Services in Latin America (Ecuador, 1966) Unesco

Functions of public libraries:

(a) To provide free library services to all persons, irrespective of race, religion or politics.

(b) To take an active part in the implementation of the cultural programmes of the community, to provide library services for schools not having their own libraries, and to participate in adult literacy campaigns.

6. Regional Seminar on Library Development in South Asia (Delhi, 1960) Unesco

(a) National, state and provincial library systems

After a brief survey of library development in each country of the region, the seminar stressed the importance of nation-wide coverage through national, state and provincial library systems and studied in particular the state systems of Bihar and East Pakistan.

(b) Library surveys

Library surveys are necessary prerequisites to any plan for library development. National surveys, similar to the one contained in the Report of the Advisory Committee for Libraries published by the Government of India, should be carried out in each of the countries of the region.

(c) Rôle of libraries in adult education

The seminar noted with satisfaction the views of the Second World Conference on Adult Education held at Montreal in 1960 to the effect that libraries, together with museums and mass communication media, should increase their contribution to the life-long process of education and be brought within the reach of a greater number of persons.

7. Regional Seminar on the Development of Public Libraries in Africa (Enugu, 1962) Unesco

Among the main recommendations of this seminar were:

(a) Governments should be asked to include the development of public libraries as an integral part of the general educational development plan of the country.

(b) Recognizing the value of public libraries as institutions contributing actively towards economic, social and cultural development, governments should accept the terms of the Unesco manifesto by providing libraries, without charge, for all members of the community.

(c) The seminar was of the opinion that central control of a public library service was a desirable aim, but recognized that this was not immediately possible where public libraries had been in existence for some time. In such countries it was recommended that an advisory body should be appointed to encourage the uniform development of the service.

(d) Legislation establishing a public library service on a national level should be enacted in all countries. The act should state clearly which government ministry was responsible for the service.

(e) To counteract the shortage of qualified librarians outside assistance should be sought for establishing in-service training courses and library schools on a national or regional basis.

C. National libraries

1. Symposium on national libraries in Europe (Vienna, 1958) Unesco

(a) The national library should play a central rôle in co-ordinating the national library services and should itself provide the centre where full information is available on the national collections; despite its responsibility regarding the acquisition of the total national production of printed material, it must be authorized to eliminate certain materials of an ephemeral nature; parts of the national production stored elsewhere should be recorded in the national library; microreproduction, particularly that of newspapers, should not justify the destruction of the originals.

It should also collect printed material concerning the country, wherever published and be responsible for co-operation and co-ordination of efforts to secure all the foreign literature the country requires.

Legal deposit regulations should take account of non-commercial publications.

(b) The national library has the responsibility of ensuring that a central inventory of manuscript collections is established and maintained; it should use guides, exhibitions, radio and television programmes, as well as catalogues, to make known its resources and functions.

(c) The national library should co-ordinate the bibliographical activities of the country, establish sound bibliographical standards, propose methods for the proper training of bibliographers, and see that bibliographical work is performed by the most suitable agency and in a satisfactory manner.

(d) It is the responsibility of national libraries to see to the production of current national bibliographies and, where required of retrospective national bibliographies; it is also desirable that they should concern themselves with the production of special bibliographies.

(e) The national library should have full and accurate knowledge of all sources of bibliographical information.

(f) National libraries should play a constructive part in international bibliographical activities and by means of bilateral agreements further the collection of bibliographical information on material relating to their respective countries.

(g) In view of the archival functions of the national library with regard to its national literature, it should lend only duplicates of such literature.

(h) Loans, whether domestic or international, should in general be made only to libraries.

(i) There should be a national plan for acquisition of foreign materials, wherever one does not exist already; a general European plan should not be considered until national plans are more fully developed. The IFLA committee on administrative and parliamentary libraries should take up the question of a series of bilateral agreements concerning exchange of official documents of non-European countries.

2. Regional Seminar on Library Development in South Asia (Delhi, 1960) Unesco

Bibliographical tools

The national bibliography of a country, vital to librarians, booksellers and scholars, should be compiled by the national library and, ideally, financed by the government. The advisory council for its compilation should, as far as possible, be representative of the national library association and all important governmental and non-governmental agencies concerned with the production and sale of books. Countries in the region should enact legislation requiring all publications to be sent to the national library, if there is one, or to some other central depository or depositories.

3. Regional Seminar on the Development of National Libraries in Asia and the Pacific Area (Manila, 1964) Unesco

Functions of a national library

It is recognized that the functions of a national library are largely defined by the social, cultural, economic and geographic conditions of the country in which it is located. The following functions, however, are appropriate:

(a) To serve as a permanent depository for all publications issued in the country;

(b) To acquire and store other types of material;

(c) To provide bibliographical services;

(d) To serve as a co-ordinating centre for co-operative activities;

(e) To provide services to the government.

Depending on circumstances, a national library may provide leadership among a nation's libraries, sometimes acting as the central organ of a national library service.

A national library should serve as a permanent depository for all publications issued in a country, and should enjoy the benefits of legal or copyright deposit free of all charges and inclusive of all materials both printed and audio-visual.

It should further acquire, preserve, and make available all library material concerning the home country wherever and whenever produced; and should have a comprehensive collection representative of all civilizations and providing a comprehensive subject coverage for purposes of research, study and inquiry.

It is preferable that national archives should be administered independently of, but in close co-operation with, the national library.

A national library has the responsibility of providing or co-ordinating the bibliographical services of a country. Its typical activities in this field concern:

(a) A current national bibliography, including all published materials, both printed and audio-visual, and including a roman transliteration;

(b) Retrospective bibliography;

(c) Subject and selective bibliographies;

(d) Union catalogues facilitating inter-library co-operation;

(e) Contribution to national and international bibliographical projects;

(f) Periodical indexing.

The national library must assume responsibility for initiating and promoting co-operation between itself and other libraries, nationally, regionally and internationally. A primary task is the planned acquisition of foreign literature based on a policy of national co-ordination on the lines of the Farmington Plan, the Scandia Plan and the programme of the Deutsche Forschungsgemeinschaft.

Union catalogues are essential for identification of the national literature when it is dispersed in a variety of scattered libraries and private collections and for the facilitation of inter-library loans. The national library should serve as a clearing house for the exchange of books and periodicals including duplicates and be responsible for co-ordinating national bibliographic activities. National libraries should promote knowledge about library resources through publications, assist library associations, provide photographic and other technical services and establish and administer storage libraries.

A legislative reference service established as part of a national library could provide factual data, formulate arguments for or against a given proposition or arguments in support of predetermined action and assistance in speech-writing both within and outside the legislature.

4. Meeting of Experts on the National Planning of Library Services in Latin America (Quito, 1966) Unesco

Functions of a national library

(a) To collect and ensure the conservation of the publications produced in the country, whether obtained in the form of Legal Deposit accessions or from other sources. To see that the Legal Deposit laws are complied with.

(b) To provide national and foreign readers and research workers with an adequate and efficient information service by assembling the requisite general and reference works, preparing a union catalogue covering the stocks of all libraries in the country and compiling the national bibliography and other bibliographies necessary for the fulfilment of its task.

(c) To organize the national and international exchange of publications.

(d) To centralize inter-library loans in respect of foreign libraries.

(e) To rationalize the acquisition of printed matter, including periodicals by the libraries covered by the Plan.

(f) To centralize the cataloguing and classification of printed matter and ensure the distribution of index cards or printed catalogues for certain types of libraries.

(g) When its own organization and the development of the Plan render it advisable, to collaborate in extending and improving the services of school and public libraries.

D. University and college libraries

1. Regional Seminar on the Development of University Libraries in Latin America (Mendoza, 1962) Unesco

The means of promoting the development of university libraries in the Latin American continent were discussed and especially the rôle of libraries as a factor in determining the standard of efficiency of university teaching and, consequently, of the scientific and technical education in the Latin American countries. The seminar took the view that:

(a) The level of a country's development depended largely on the level of its higher education system.

(b) The standard of higher education depended largely on the performance of the universities and

(c) Universities would be as good as their libraries.

(d) The aim of higher education is to provide an all-round education which can be attained by means of the various functions of universities comprising:

(i) Teaching, which should have priority;

(ii) Vocational training;

(iii) Scientific research;

(iv) The pursuit of culture;

(v) University extension work.

(e) It was recognized at the seminar that university libraries were effective means of enabling universities to fulfil the above functions. The meeting confirmed the importance of planning in deciding the future development of libraries. It was realized that to incorporate libraries in the overall planning of education represented the best means of defining their status and obtaining the funds necessary for their development.

(f) The seminar made the following recommendations for library development in Latin America:

(i) That libraries should be recognized as an integral part of the university system and as an important factor in teaching and research.

(ii) That each university should set up a central library or equivalent central organ responsible for:

Planning and administration;
Controlling the work of branch libraries;
Co-ordinating technical processing;
Maintaining and using a collection of books and documents;
Library extension.

(iii) That each university library should have its own regulations laying down the rights and duties of librarians and defining their relations with the university authorities. These regulations should specify the international structure of the library and its administrative, technical and servicing organization.

(iv) That the chief librarian should be a member of the governing body of the university or faculty.

(v) That all library administrations should have an advisory committee to which the chief librarian could submit such problems as he thought fit. The chief librarian would be responsible for co-ordinating the work of this body.

(g) The following recommendations were made to improve the servicing and processing of university library collections:

(i) That each university should draw up a co-ordinated plan for selection and acquisition of books in order to make the best use of available funds.

(ii) That university libraries should strive to achieve maximum uniformity in cataloguing.

(iii) That the central library or equivalent body should possess a union catalogue, listing all books and periodical collections existing in the university.

(iv) That university libraries should use internationally recognized classification systems.

(v) That university libraries should study the various aspects of this question in order to ensure that better use is made of book collections and that they are more easily accessible.

(vi) That university libraries should organize or maintain reference sections or departments containing the necessary material and efficiently staffed so as to facilitate research and information.

(vii) That university libraries should include in their syllabus courses on the use of libraries, bibliographies, and documentation and research techniques, given by the chief librarian or other members of the library staff.

(h) The seminar noted that many of the libraries in Latin America were unable to fulfil their requirements due to lack of organization, shortage of books, staff too small and badly paid, mostly lacking technical qualifications, catalogues where existing lacking in uniformity, shortage of adequate premises, available equipment badly used and shortage of up-to-date equipment and funds.

2. Regional Seminar on Library Development in South Asia (Delhi, 1960) Unesco

Objectives

The main function of a university library is to provide adequate readers' service for undergraduate and post-graduate students, research scholars and faculty members. This means the acquisition, organization and presentation of books, journals, manuscripts, maps, charts and other graphic materials, and, as substitutes for rare or inaccessible items, of photocopies and microcopies, for the furtherance of instruction, research and extension work in universities. The reading programme of students requires an adequate supply of textbooks, curricular and extra-curricular books and other reading materials; university libraries should aim to meet this demand.

3. Meeting of Experts on the National Planning of Library Services in Latin America (Quito, 1966) Unesco

Functions of university and college libraries

To provide an adequate book and information service consonant with the university structure and designed to meet the all-round educational requirements of the university community and the requirements flowing from research.

E. Specialized libraries and/or documentation centres

1. General remarks

The development of special libraries and/or documentation centres is a very important and necessary activity in countries where rapid economic development is the objective. Scientific and technological development which are the main avenues through which economic development can be attained is possible only in a situation where the necessary scientific information and data are readily available. In developing countries there is a great dearth of scientific information and what is available is not organized in a manner that would help to obtain the required information with the rapidity and accuracy that is desirable. This situation stifles scientific activity and slows down development. It will be seen therefore that the development of special libraries in developing countries should be carried out in two concurrent steps:

(a) The organization or reorganization of existing special libaries and/or documentation centres in a manner in which their resources will be available for scientific and technical workers in the entire country or within the Asian region.

(b) The establishment of new special libraries and/or documentation centres, suitably organized and equipped which would be able to provide services beyond the national boundaries, especially in fields which will contribute to economic development of countries in Asia. Large special libraries and/or documentation centres with collections on subjects like, steel, petroleum, tin mining and manufacture, shipbuilding and marine engineering, fisheries, rice, rubber, tea, jute and such other industries and products which are vital to the economics of the countries in Asia would certainly stimulate their further development.

2. Meeting of Experts on the National Planning of Library Services in Latin America (Quito, 1966) Unesco

Functions of special libraries and/or documentation centres

To provide the institutions for which they operate with adequate bibliographical and information services in respect of studies and research in their respective fields.

3. Working Party of Specialists in Scientific and Technical Documentation in Africa (Nairobi, 1966) Unesco

Recommendations

(a) That the Unesco Regional Centre for Science and Technology for Africa, in collaboration with appropriate institutions and interested individuals, proceed to the compilation and publication of a detailed list of the scientific and technical periodicals currently published in the region.

(b) That:

(i) The Unesco Regional Centre for Science and Technology for Africa undertake a study on the possibility of publishing regularly a list of titles (and/or abstracts) of scientific and technical papers published in the region;

(ii) The scientists, documentalists, librarians and the corresponding professional, academic and research institutions, as well as the editors of scientific and technical periodicals, co-operate fully in this study, as well as in the operational phase of the project, if the publication of such a list is decided.

(c) That appropriate measures be taken for the creation in the region of national or regional centres for scientific and technical documentation.

(d) That:

(i) The highest priority should be given by the governments and by the national and international organizations to the urgent provision of ways and means for the training of information specialists needed in the various documentation aspects in special librarianship, abstracting, indexing, terminology, publication techniques, storage and retrieval, reproduction etc.

(ii) As the first initiative towards this end, Unesco should provide assistance for the creation of regional training centres for scientific and technical documentation staff.

(iii) Training provided for specialists in the various fields of science and technology should be given in centres attached wherever possible to existing academic or scientific institutions.

(iv) The training facilities should be provided preferably in the various fields of learning, with appropriate specialized options.

(v) If the integrated plan outlined under (iv) is not considered feasible, priority should be given to the training of specialists for scientific and technical documentation.

4. Seminar on Scientific Documentation in South and South East Asia (New Delhi, 1961) Unesco

The following recommendations, made at the above seminar, are of interest in planning the development of scientific documentation services in the Asian region.

(a) The attention of governments was drawn to the importance of developing, in each country, libraries with large collections of scientific literature as an essential basis for documentation services, and to the value of developing documentation services within these libraries themselves.

(b) There is urgent need for accelerating the publication, within the countries of the region, of union catalogues, national lists of periodicals, and current national scientific bibliographies.

(c) The existing exchange of publications produced in documentation centres in the region should be expanded to the fullest possible extent.

(d) The exchange of scientific publications is an important tool in the development of scientific documentation activities. Documentation services should participate actively in the organization and functioning of exchange services, either alone or in collaboration with other bodies, without duplicating existing services.

(e) The existing exchange of photo-reproductions of documents between documentation services in the region should be expanded to the fullest possible extent.

(f) Attention is drawn to the need for establishing an adequate network of microfilming units within each of the countries of the region, to supplement the resources of the national documentation service.

(g) Encouragement should be given to the manufacture, within the region, of the simpler types of scientific documentation equipment in addition to increased facilities for the procurement of essential imported equipment, spare parts and supplies.

II. Possible linkages between various types of libraries and documentation centres; co-operation with other countries in the region and at international level

A. Linkages

Modern librarianship tends, rather than to establish isolated libraries, to create networks of libraries, according to their type. The libraries of a country constitute the arterial system through which information, vital to economic and social development, circulates. It is therefore logical to envisage national networks of library services, capable of ensuring the most efficient service utilizing the available resources in the most rational way. These networks could be organized according to the administrative and political structure of each country.

The establishment in Asian countries of two basic networks of library services could be considered. These would be:

(a) School libraries (primary and secondary schools) and

(b) Public libraries (including factories, hospitals, prison libraries, etc.).

The centre of these two networks could be the national library, to which would be attributed the dual rôle of supervising the national bibliographic production and the administration of the country's school and public libraries. The establishment of this centralized service would greatly reduce the cost and would enable the majority of school and public libraries to be equipped with personnel entirely devoted to facilitating the most advantageous use of books and other material available, without having to deal with acquisition, cataloguing, inventoring, etc. The possibility of preparing printed catalogues, sometimes by means of electronic machines, is another incentive for the adoption of this solution.

The meeting should examine this question with great attention because the characteristics of the different Asian countries, not only with regards to their administrative organization, but also to their geographical area, could constitute serious set-backs in the realization of such a project. On the other hand, public libraries sometimes depend on the country's Ministry of Culture, which situation favours the consideration of a modification or adaptation of the laws governing the matter and especially of the national libraries legislation.

The geographical area of the country would not be an unsurmountable obstacle. Some small Asian countries, for instance, could perhaps administer a single national network of school and public libraries through its national library, if one exists. On the other hand, a large country like India, because of its size and the diversity of languages spoken, would perhaps require another type of structure to facilitate the establishment of such a network - the creation of regional sub-networks centred in the capital of each province might, for example, provide a solution.

1. School and public libraries

Economic resources for the development of school and public libraries are so scarce and the costs are so high that the meeting might also consider the possibility of centralizing school and public libraries in some form of cultural centre where all modern media of mass communication, radio, cinema, television, records, diapositives, newspapers, etc. would be concentrated. This could be done, at least, in rural and semi-rural areas.

2. University libraries, special libraries and/or documentation centres

Bibliographic information is a source of national wealth and, as such, it is indispensable to social and economic development. We should start on the basis that the bibliographical resources of a country, especially at the level of university and special libraries, should be controlled, disseminated and used at national level. This means changing the traditional approach to the administration of such resources. Any change of approach brings about a crisis and it can be said that in most countries of the world there is a crisis in the field of university and special libraries. This crisis is the outcome of the growing demands of society for efficient and timely bibliographical services as opposed to the archaic library structures previously existing.

The expert meeting should seriously consider the aspects of this problem and analyse the measures which should be taken to overcome the difficulties. It would appear that a solution could be found in the establishment of a network of university or special libraries and/or documentation centres. In many Asian countries the universities are autonomous and many special libraries belong to private enterprises, with the exception of those dependent on the government. Therefore, for the establishment of such a network - apart from the technical difficulties mentioned in another section of this document - it is necessary to overcome a series of juridical and administrative problems which are in themselves complex and difficult.

Nevertheless, it is to be hoped that, within the concept of planning of library services and with a programme prepared in consultation with all the institutions involved, such a network could be established even if at the start it had to be limited to a small number of institutions. If the programme outlined above and the services of such a network prove effective, the initial difficulties could be gradually overcome.

B. Co-operation with other countries in the region and at international level

All countries in the world, without exception, depend upon each other for transfer of information. Asian countries, due to the scarcity of their bibliographical services and to the limited economic resources at their disposal, are particularly in need of this transfer of information. For these countries, the only answer to the demands of their students and research workers is to set up a national library structure which would (1) make the best use of the bibliographical resources at their disposal; (2) co-ordinate their national structures with those of other Asian countries and (3) develop a policy for the transfer of information which would facilitate the access to universal bibliographical documentation for any inquirer. This entails making available to foreign countries the bibliographical documentation existing under their own national services.

The expert meeting could perhaps consider that such structure and philosophy of action would require, firstly, a national network of university and special libraries and/or documentation centres and, secondly, the organization of such a network according to international technical procedures, which would raise the problems of legislation, training of personnel, standardization of techniques, etc.

III. Structure of national library services and documentation centres

The concept of planning library services and also the analysis of the present working document, together with the experience on library problems and the characteristics of Asian countries of the participants and the consultants at this meeting, provide basic elements for reaching conclusions on the appropriate structure of their national library services and documentation centres.

A. With this aim in view, it is appropriate to formulate some questions, the answers to which would constitute a basis for the preparation of such a structure:

1. Should the development and extension of library services and documentation centres be preplanned?

2. If the necessity of planning is recognized, at what levels should this planification be effected? Is it logical to envisage two levels - one comprising public and school libraries and falling within the competence of the Ministry of Education, and a second at university level, comprising university and special libraries and/or documentation centres?

3. If these two levels are adopted, upon which department of the Ministry of Education should the planning of library services depend, what personnel would it require and what should be its relation to the department of educational planning? As regards the university and special libraries and/or documentation centres, under what institution should the Planning Office for these services function, and what should be its relation to the National Development Planning Office?

4. If it is considered that school and public libraries should depend on the Ministry of Education and not on the Ministry of Culture, what provisions should the structure of library services make to ensure the cultural rôle of the public library and its influence on the permanent education of adults?

5. If the concept of planning these library services is not recognized, what measures should be taken instead to accelerate their extension and development?

6. Taking into account that planning in itself is only provision and programming and not execution, what bodies should be established to execute the library development plan at the two levels mentioned above?

7. What should be the relation between the national, provincial and municipal administrations and the development and financing of library services?

8. If a structure of library services is accepted on the basis of (a) a network of school and public libraries and (b) a network of university and special libraries and/or documentation centres, what should be the administering body of these networks, both at the national and at the provincial and municipal levels?

9. The structure of a national library service presupposes a policy common to all participating libraries and the standardization of work techniques. What might be the implications of this situation in respect to the programmes and requirements of library schools and to the standardization of work techniques?

10. If it is considered desirable to establish a regional network of libraries in Asia, particularly at the university and special library level, what might be the implications in respect of the training of librarians in Asian countries and to the standardization of work techniques?

11. What would be the effect of the establishment of such a structure on the national bibliographical legislation? Should the existing laws be modified? Should a standard law, adaptable and applicable to all Asian countries, be adopted?

12. In what way might the problem of national or regional bibliographies affect the library structure? Would it be advisable to compile ordinary or regional bibliographies?

13. Within the library structure, what rôle should be accorded the dissemination of information and the consequent co-operation between regional and international library services?

14. What should be the exact rôle of documentation centres within the library structure? In any case, could the centre of a university and special library network, responsible for the dissemination of information, be considered as a documentation centre of regional, national and international scope?

IV. Financing and possibilities of international assistance for development of library and documentation services; minimum standards and priorities

One of the most complex tasks in the planning of library servies is to determine the expenditure required for these services at all their levels and to offer patterns for their financing. This is due, especially, to three reasons (a) to a very frequent lack of statistics; (b) to the lack of precision, within the national budgets, of the appropriations for library development in the different ministries or institutions which deal with such services; and (c) to the fact that, in most developing countries, library services are not integrated in the administration of education; with the result that, in general, their budgets only include provision for the acquisition of books which are meant to have a didactic rôle instead of being integrated into a service of the educational enterprise.

For these reasons, we cannot offer in this document effective patterns to identify expenditure, to analyse costs and to determine sources and ways of financing. We hope that the meeting will be able to indicate, on the basis of the participants' own experience and of the elements of information which are given here, the approximate cost of library services for Asian countries, leaving the task of their precise delimitation to the planning offices of each country.

The financing of library services pertains, in general, to the State; therefore, the national budget must be the main source of funds for such services. These funds could be supplemented with aid from other sources: provincial and municipal contributions, etc., (according to the political-administrative organization in the country), help from private institutions and outside resources.

Anyway, planners of library services have to get accustomed to the idea that the norms and methods of economic analysis can and must be applied to this field. This is very important if we want to obtain the highest benefits from the resources available, which are always insufficient to meet the requirements for the development and extension of the services. The planner's rôle is to attempt to obtain the highest benefit from available resources. With this aim in view, the organization of regional and national systems of library services, with a maximum of technical and administrative centralization and a decentralization of public services, should have priority upon the establishment of isolated libraries, whose administrative cost per unit would be very high and almost prohibitive if the entirety of a country's libraries were locally administered in an individual way. On the other hand, the creation of cultural community centres - especially with reference to continuing adult education - with a logical and convenient concentration of all mass information media, could give shape not only to the co-ordinated services of school and public libraries but also to the cultural infrastructure of a country.

For the above reasons, it is to be recommended that cost analysis be considered at the very moment of defining planning policy and not later as often happens.

A. Expenditure with reference to national indicators

The expenditure comprises the total resources actually spent for the development of library services. According to sources of funds, it could be sub-divided into two categories: public expenditure and private expenditure; public expenditure is that charged to the State, either central, provincial or municipal administration. Outside assistance might be included in this expenditure. In most countries these resources constitute by far the larger part of the funds available for library services. Private expenditure is that charged to donations from private organizations, such as foundations, other organizations or individuals.

1. Category of expenditure by purpose

The expenditure by purpose could be classified in two categories:

(a) Capital expenditure. This is the expenditure for the acquisition of site, buildings, equipment, furniture, permanent collections and audio-visual materials, transport vehicles, etc.

The capital expenditure for library services will rise at the stage of the establishment of that service and of the organization of the libraries integrated into the system, but it will diminish when the libraries and the different services are gradually being equipped according to the respective development plans.

(b) Current expenditure. This includes the salaries of personnel (professional, auxiliary, administrative and service); the running costs (electricity, gas, communications); maintenance costs (building, equipment, furniture, transport vehicles, etc.); expenses for materials and supplies; miscellaneous expenses (social security, insurances, hire of buildings, etc.).

2. Analysis of expenditure

With the purpose of identifying, during a certain period, the magnitude of the expenses for bibliographical services at all levels, it would be very useful to compare them with the national "indicators". For instance it would be of demonstrative value to determine:

Percentage of expenses for library services in relation to:	Expenditure for education Expenditure for cultural activities

This analysis could be carried out in a more detailed way (taking into account capital expenditure and current expenditure) in order to obtain more precise percentages. For instance:

	Expenses for:
Percentage in relation to the Ministry of Education's total expenses	Acquisition of bibliographical material Acquisition of audio-visual material Acquisition of textbooks Personnel salaries, etc.

	Expenses for:
Percentage in relation to the university's total expenses	Buildings Equipment and furniture Acquisition of bibliographical material Personnel salaries, etc.

This analysis of expenditure should be done in accordance with precise financing sources such as the budget of library services within the total budget of the Ministry of Education. It is highly convenient and desirable to analyse the expenses in detail, using, with this aim in view, the patterns suggested above; in this way, comparative indices of existing resources could be obtained and the increase of such resources could be measured in order to expand and develop adequately the library system.

B. Criteria of estimating future expenditure

The meeting should determine patterns for the expenditure of library services and documentation centres on the basis of the literate population, the percentage of annual population growth, the number of pupils in primary, secondary and advanced schools and take into account the standards indicated in this chapter - with whatever modifications it considers convenient.

1. Expenditure for different types of activities

In order to determine the direction of library services expenditure, it would be necessary to know what is the present situation of expenses for different services actually provided. A breakdown of the total expenditure incurred on acquisitions, processing of acquired materials, storage, etc., as well as staff costs, would provide valuable guidelines for more effective use of available financial resources.

C. Use of resources: costs

A better understanding of the use of resources is not possible without an analysis of the costs. The costs per unit of utilization (please see B. 1 (a)) of library systems and their comparison with those of other countries, for instance, would enable us to measure the system's productivity.

1. Category of costs

The costs could be divided into to the two following main categories:

(a) Average unit costs. The average unit costs are calculated on the basis of an existing situation, dividing the expenses per unit of use. The planners of library services should determine the more convenient indices to establish these average unit costs, not only in order to evaluate the results of a certain plan but also to set patterns for future financing. For information only and having regard to the aims of this meeting, the following indices could be considered:

Man	Primary school student Secondary school student Teacher training school student University student Research worker Literate person
Time	Years of scholarity
Activity	(a) Investment Square metre of land Square metre of building Furniture and equipment Books Periodical publications Records Diapositives Films etc.

	(	(b) Current expenses
	(	Administration
Activity	(	Technical processes
	(	Circulation

(b) Unit normative costs or standards. These costs should represent "optimum" values for a given service. They could be calculated with reference to some countries which have a well developed library organization, or with reference to reasonable targets, justified by the resources and the specific conditions in a given country.

Some items of unit costs grow proportionally with the increase of the activities, while others diminish when the administrative and technical services of a library system are progressively completed or the libraries integrating such a system have been totally installed. Therefore, the total unit costs (per book and per pupil) will be higher when the organization of the library is at its first stage (acquisition of building land, building, basic book collection, equipment, etc.) than at the moment when it is fully functioning and only requires to provide services for the public and to increase progressively the book collections. This has great importance in the financial calculations for expanding a library system and would also be of help in solving the different hypotheses which might crop up. For instance, the fact that a library might need more books or might have to cater for more readers does not mean necessarily that there would be a proportional increase in overall costs.

In order to have some basis on which to determine unit normative costs, the data in Table I (given hereafter) has been extracted from published literature on the subject of standard costs. In order to be able to apply this in the Asian context it is recognized that drastic modification of these figures will be necessary.

Perspectives

1. Priorities

Due to the present deficiency of library services in Asia, as well as to the scarcity of funds available and to the urgency for the governments to make investments in the specific field of primary education, the development and financing of library services in Asian countries can only be carried out progressively, step by step. It would therefore be advisable that the meeting underline the most important problems to be solved and fix priorities for financing. Here, the following questions arise: Could the training of personnel be considered an urgent activity? Are the improvement of in-service personnel, the planning of library services, the establishment of pilot libraries or regional pilot systems, the creation of adequate libraries in teacher-training schools and secondary education institutions, the centralization of high level studies and research services also activities that should be given priority status? Moreover, in view of the growing importance of the transfer of information and of the existence of the Shared Cataloguing Programme, could the creation of a national structure (centralized service of requests, a centralized catalogue, photoduplication service, logical distribution of duplicates, receipt and distribution of the bibliographical material exchanged with other countries, harmonization of acquisitions, etc.) which would facilitate this transfer and would allow the country to have at its disposal resources outside its own territory but within reach thanks to such a structure also be regarded as a priority activity? Would the compilation of an ordinary national bibliography constitute a priority?

The meeting should also indicate the costs of the priorities chosen and should stagger them within a short scale plan.

2. Financing sources

It is the State's duty to maintain national library services, their main source of funds will be the national budget. These, however, may be supplemented from other sources, e.g. contributions from provincial and municipal authorities (if the country is so organized politically and administratively), from private national agencies, users, and in the form of foreign aid.

(a) National sources. Percentage of budget. Not many studies have been made in Asia to determine what percentage of the Ministry of Education, other ministries, provincial and municipal budgets is set aside for school, public and national libraries. This percentage is nevertheless vitally important to any library development plan. The figure of 4 per cent of the consolidated budget for education may be taken as a starting point. For example, Ecuador's education budget amounts to 220 million sucres; the sum of 8.8 million sucres (i.e. 4 per cent of the budget) could finance the average annual cost of the ten-year plan prepared at the Meeting of Experts on the Planning of National Library Services in Latin America (Quito, 1966).

The Regional Seminar on the Development of University Libraries in Latin America (Mendoza, Argentina, 1962) proposed that 5 per cent of university budgets should go to library services.

Fixed percentages might be detrimental to future efforts to obtain increased appropriations. Hence, the figures of 4 per cent and 5 per cent should only be used as relative indications to start negotiations with the authorities responsible for making the allocations.

(b) Special taxes. Special taxes might be a possible source of finance. Cuba built and equipped its magnificent National Library thanks to a direct tax on every sack of sugar exported which, in a very few years, provided the necessary funds.

(c) Other sources of revenue. Library services should, as far as possible, be free. However, it may be recalled that, in Latin America, many public libraries keep going thanks to the contributions of associates, and that the enrolment fee in some universities includes usually a small amount to cover library services. These possible sources of revenue should thus be kept in mind, particularly during the first years of the plan when capital investment in books, equipment and buildings is relatively high.

(d) Financial backing by national agencies. Cultural associations, private foundations, firms and trade unions are possible sources of finance which should be investigated. Parents' associations (which actively support primary schools in many countries), youth movements, trade unions and other social agencies have favoured increased expenditure on national education and, suitably encouraged, could do as much for library services. Publishers' associations are also a potential source of finance - a financially supported library system provides the best economic basis for any publishing business: the Meeting of Experts on Book Production and Distribution in Asia learned that 80 per cent of the children's books published in the United Kingdom and perhaps 80 per cent of those published in the United States were acquired by libraries.

(e) Resources from abroad. Most Asian countries will be unable to develop their library services without certain technical and financial assistance from abroad, a form of collaboration governments could seek in connexion with the financing of library services whenever they consider it advisable and necessary to do so.

The main sources of such assistance are as follows:

The United Nations and the Specialized Agencies (particularly Unesco, Unicef, FAO, ILO and WHO) under the United Nations Development Programme (Technical Assistance and Special Fund sectors) and their respective Participation and Regular programmes.

Regional organizations:

National and international organizations: The Ford, Rockefeller and other foundations; universities which assist other universities; organizations such as CARE and the Peace Corps.

Bilateral aid is one of the major foreign sources, and its possibilities should be carefully studied by those responsible for the financing of library services.

Bilateral assistance might have financial and political implications that fall outside the competence of the planning of library services, but is of such great importance that planners must know about such aid and the way it operates so as to be able to take advantage of it and, at the right moment, recommend to the authorities that it be sought for the benefit of their plans.

3. Targets

The meeting should fix certain targets which could serve as a guide to the Asian countries in the financing of their library services. These targets should be adequate for each type of library.

If we take into account the actual expenses (see Table II) the number of attendants to primary and secondary schools and universities, and the literate population, the targets could be set applying the following formula:

(a) E x S where E = an enrolment target and

S = the average unit cost of library service for each student.

(b) L x S where L = literate population and

S = the average unit cost of library service for each literate person.

(See Tables II and III hereafter)

Taking into account the expected number of students for 1970 and 1980, as well as the expected literate population for that period, the application of the abovementioned formula would allow us to fix targets for the necessary expenses for library services in 1970 and 1980.

TABLE I

		School libraries	Public libraries	University libraries	Special libraries
Initial costs	Building	$25 / pupil (1)	$5,250/1,000 (3) population	$100,000/1,000 (6) students	$17,250/100 research workers (10)
	Books + audio-visual material	$8 / pupil (1)	$4,500/1,000 (4) population	$500,000/1,000 (7) students	$150,000/100 research workers (11)
	Furniture and equipment	$2 / pupil (1)	(incl. prov. for mob. libr. serv.) $1,500/1,000 (1a) population	$125,000/1,000 (1e) students	$37,500/100 research workers (1e)
Annual costs	Building	---	---	---	---
	Books + audio-visual material	$4 / pupil (2)	$920/1,000 (4) population	$50,000/1,000 (8) students	$15,000/100 research workers (8)
	Furniture and equipment	$1 / pupil (1)	$300/1,000 (1b) population	$12,500/1,000 (1d) students	$3,750/100 research workers (1f)
	Staff		$1,450/1,000 (5) population	$93,750/1,000 (9) students	$28,125/100 research workers (9)

Sources

(1) From: Vaizey, J. and Chesswas, J.D., The costing of educational plans. Paris, Unesco: International Institute for Educational Planning, 1967, 63 p. - where on page 52 the cost of the library building for a school of 280 children has been estimated at £2,078. Capital cost of books and equipment is here estimated at £800 and £168 respectively.

(1a-f) Application of the Vaizey/Chesswas 1:4 ratio for cost of books and cost of equipment.

(2) From: American Library Association, Standards for school library programmes. Chicago 1960, 132 p. - where an annual expenditure of $4.00 - $6.00 is recommended for schools having 250 or more students.

(3) After: Galvin, H.R. and Van Buren, M., The small public library building. Paris, Unesco 1959, 133p. - where the average square foot cost of public library buildings in the south eastern States of the U.S.A. during the period from 1947 to 1957 is given as approximately $13.75 or $13.80. For our calculations we increased the figure to $15 per square foot or $150 per square metre.

(4) Based on "Standards of public library service", Libri, vol. 8 (2) 1958, pp. 189-199, and Average book prices from library association document ref. 147/9/66, covering the period from July 1965 to June 1966.

(5) Based on "Standards for public library service in New Zealand", New Zealand Library Association 1966, 49 p. - where the staff costs are estimated at 56 to 58% of the annual budget. The figure used here is 55%.

(6) Adapted from "Guide to Canadian university library standards", report of the University Library Standards Committee of the Canadian Association of College and University Libraries 1961-1964, June 1965. Calculation based on provision of reading space for 25% of student population at the rate of 25 sq.ft. per reader and building costs at $15 per sq.ft.

(7) Based on "Guide to Canadian university library standards" (see (6)). The estimate of 75 vols. per full-time student has been reduced to 50 vols. The estimated cost per volume is $10.

(8) Provision has been made here for an annual increase of the book stock by 10% out of which a considerable part will cover losses and replacements of obsolete materials.

(9) Based on the figure of 60% of the operating annual budget for staff costs.

(10) Based on Galvin/Van Buren (see (3)) using $15 per sq.ft. as building cost and 35 sq.ft. of reading space - after the "Guide to Canadian university library standards" (6) - per research worker.

(11) Adapted from Redmond, D.A., Small technical libraries. A brief guide to their organization and operation. Reprinted from the Unesco Bulletin for Libraries, vol. XVIII, No. 2, 1964 - where a library of 25,000 vols. is recommended for a research staff of 200. The figure used here is 100 vols. per research worker at $15 per volume.

TABLE II

CURRENT EXPENDITURE ON LIBRARIES AND EDUCATION IN 11 ASIAN COUNTRIES

1	2	3		4	5	6		7	8	9
Country, Currency and exchange rate	Current expenditure on university libraries	Current expenditure on the third level of education		% 2/3	Current expenditure on school libraries	Current expenditure on preschool, 1st and 2nd level of education		% 5/6	Current expenditure on public and national libraries	Expenditure public and national libraries/no. of adult literates
	1966				1966				1966	
Afghanistan Afghani (US $0.0222)	860,920	1965	75,000,000	1.1	305,200	1965	506,223,000	0.1	1,413,360	5.0
Burma Kyat (US $0.21)	...	1962	12,454,000	...	...	1962	138,755,000	...	106,918	00.1
Cambodia Riel (US $0.0286)	1,053,818	1964	...	...	10,000,000	1964	(1)990,742,000	(1)1.0	(2)811,377	(2)0.72
China (Rep. of) New Taiwan dollar (US $0.0249)	18,917,055	1965	335,570,000	5.6	20,384,962	1965	1,956,512,000	1.0	6,348,410	1.8
India Rupee (US $0.21)	25,799,836	1962	230,160,000	11.2	...	1962	1,577,000,000	...	...	...
Indonesia Rupiah (US $0.0278)	...		...	...	...		...	...	...	...
Japan Yen (US $ 0.00278)	(3)7,778,635,000	1963	106,957,457,000	7.3	...	1963	641,931,904,000	...	(3)5,083,862,000	77.5
Laos Kip (US $0.0042)	...	1965	115,950,000	...	...	1965	1,001,017,000	...	2,000,000	18.3
Malaysia Malayan dollar (US $0.327)	1,416,529	1964	(4)7,895,000	17.9	440,319	1964	239,357,000	0.2	449,145	0.2
Philippines Peso (US $0.50)	...	1964	3,192,000	57.5	...	1964	526,429,000	...	(5)1,836,120	0.2
Singapore Malayan dollar (US $0.327)	1,216,950	1964	13,552,000	9.0	...	1964	84,224,000	...	999,608	2.4

(1) Not including teacher training
(2) Total includes only expenditures referring to personnel and book-binding
(3) Fiscal year April 1965-March 1966
(4) Expenditures for Malaya refer to universities only
(5) National libraries only

TABLE III

ESTIMATED NUMBER OF LITERATE AND ILLITERATE ADULTS, PERCENTAGE ADULT ILLITERACY, AND ENROLMENTS IN THE FIRST, SECOND AND THIRD LEVELS OF EDUCATION IN 11 ASIAN COUNTRIES

Country	Year	No. of adult literates (000)	No. of adult illiterates (000)	% illiteracy	Year	Enrolments					
						1st level	2nd level				3rd level
							Total	of which:			
								General	Vocational	T.T.	
Afghanistan	1962	283	8,297	96.7	1965(1)	397,155	(2)45,248	(2)33,982	(2)5,550	(2)5,716	(2)3,451
Burma	1962	8,069	5,448	40.3	1964	1,887,490	503,259	497,275	2,846	3,138	(3)20,515
Cambodia	1962	1,119	1,582	58.6	1964	691,131	(4)83,994	(4)79,034	(4)4,015	(4)945	4,763
China (Rep. of)	1962	3,532	2,483	41.3	1964	2,202,867	594,432	483,871	106,843	3,718	64,010
India	1962	71,146	187,056	72.4	1963	42,280,000	15,050,000	14,570,000	340,000	140,000	1,310,000
Indonesia	1962	23,955	31,820	57.1	1964(5)	(6)9,642,886	1,466,605	1,011,786	378,948	75,871	(6)(7)65,635
Japan	1962	65,564	1,358	2.0	1964	(4)9,775,532	11,030,512	8,970,354	2,060,158	-	985,077
Laos	1962	109	972	89.9	1965	161,455	(1)6,962	(1)4,467	(1)870	(1)1,625	145
Malaysia	1962	1,803	2,393	57.0	1965	1,423,946	390,429	380,315	9,506	608	(2)8,971
Philippines	1962	10,571	4,140	28.1	1963	5,233,611	935,976	823,065	(8)112,911	-	(9)359,465
Singapore	1962	414	413	50.1	1965	362,672	118,509	107,217	11,292	-	(2)16,228

(1) Public education only
(2) 1964
(3) Rangoon University only
(4) 1965
(5) Not including West Irian
(6) 1961
(7) Universities and degree granting institutions only
(8) Not including vocational short-term courses
(9) Not including the University of the Philippines and public chartered colleges